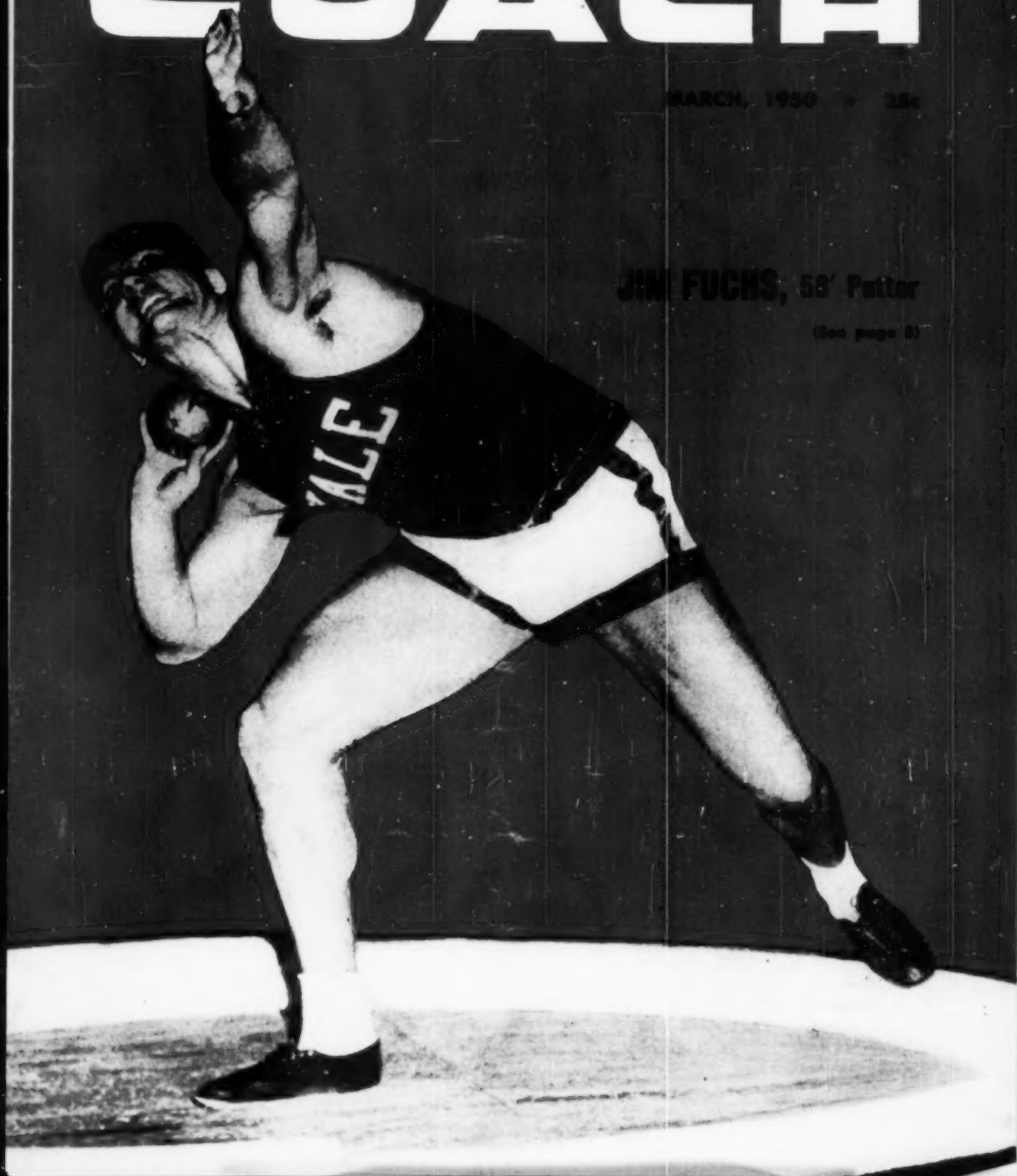


SCHOLASTIC COACH

MARCH, 1950 • 25c

JIM FUCHS, 58' Putter

(See page 8)





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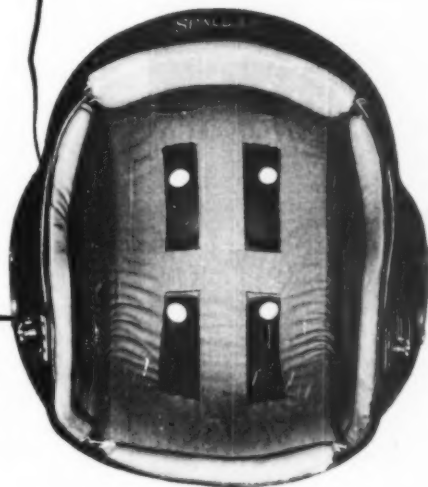


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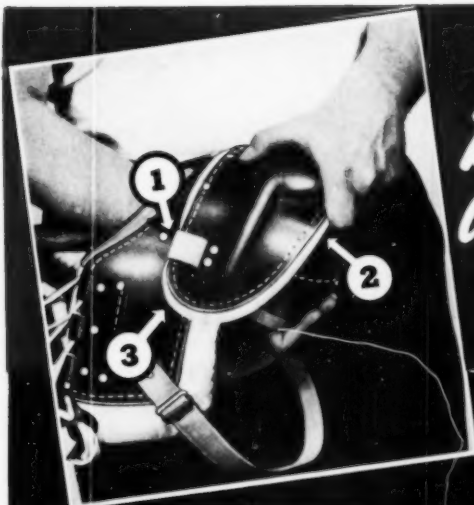
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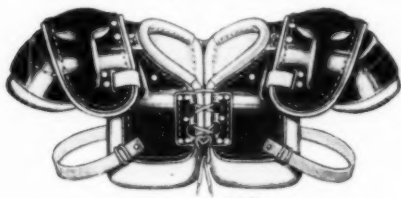
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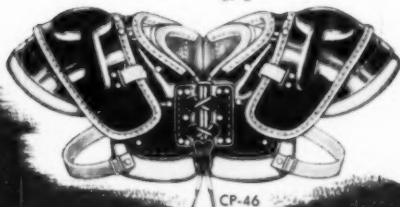
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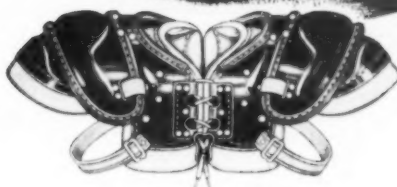
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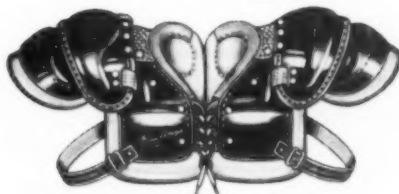
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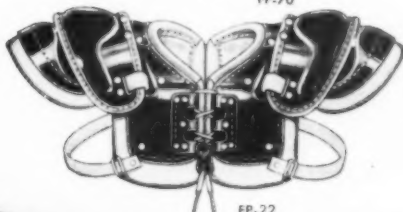
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Inconsiderate 75; Discouraged 6

THAT'S the sad headline in many a Saturday or Sunday sport page during the football season.

Why do some coaches repeatedly "pour it on" teams with inferior material?

Is it because the opponent has, at one time or another, embarrassed them in the same manner? Are they looking for headlines? Do their townspeople or alumni high pressure them into such tactics? Or is it because they have played everybody on the bench and just can't help the score?

I honestly believe that coaches who are always trying to defeat their opponents as badly as they can, are not living up to their obligations as coaches or educators.

I am talking now of the coach who obtains a safe lead and still leaves his first team in. I do not mean the coach who cleans his bench and still runs up a large score. After all, it is neither good sportsmanship nor good practice to have your boys take it easy and make a farce of the game.

How do these lopsided scores affect the various people connected with the game?

The First Team: Strange to say, the first team cannot feel too proud of such a victory. They know they have beaten an inferior team; and they know that the second, third, and fourth teams should have been given their chance to play.

I have a suspicion that the first team may feel just a bit ashamed underneath. But what could they have done? The coach left them in.

The Second Team and Substitutes: They can't be feeling very happy, either. It couldn't have been fun to have sat on the bench all afternoon watching the first team pour it on an outclassed opponent—when they know they should have been playing.

Here was the coach's opportunity to have played the boys who sweated

and worked so hard to make the first team the team it is. And the coach reciprocated by leaving them on the bench. Sure, the boys are glad their team won. But they are probably just a little bitter and discouraged. And they are justified in feeling so.

The Coach of the Winning Team: Of course, he feels pretty good. And yet, underneath, he probably feels uneasy. He knows he could have substituted more and kept his subs in longer. And he knows he should have kept the score down.

He probably will wind up feeling not quite as good as he did when his team was scoring those touchdowns one after another. It seems that he has a conscience and this conscience is being smitten by that ridiculously high score.

It may also occur to him that some day he may have the poor team and that he may be at the mercy of his fellow coach.

The Coach of the Losing Team: A rough day. His biggest problem will be explaining to his boys the poor sportsmanship exhibited by his fellow coach in running up such a humiliating score with so many substitutes lining his bench.

The Opponents: A tired, bruised, and discouraged bunch of boys who knew right at the outset that they were completely outclassed and yet had to play a full 48 minutes.

In all likelihood, they are green and inexperienced. Why discourage them, perhaps destroy their interest in this great game of football, when you can equalize the competition so easily and encourage them a little.

The Public: The home fans, glad of a victory, but not too proud of the large score. The losing fans "let

down" and very critical of the coach.

An intelligent application of "mercy" can be ten times as satisfying as a deliberate refusal to keep the score down. I know this from personal experience. Last fall we played a team that had not scored a touchdown all season. It was their last game.

We ran up a quick three-touchdown lead, then put in the subs for the remainder of the game. Sure, the opponents scored. So what? We did not have an unscored-on record to protect, and we won by 34-12.

Did we lose "face" by such a score, especially since everyone else in the league had beaten that team very badly? We did not! My first team knew the competition was unequal, and so were satisfied to let the boys on the second team play.

The second stringers appreciated the opportunity to play. The opponents got a big thrill out of scoring two touchdowns. And the public saw two fairly matched teams play the greater part of the game.

Don't think I wasn't criticized for not running up as big a score against this opponent as our keenest rival had. I was. But it was worth it.

Mind you, I'm not trying to alibi a poor season or to point out what good sports we are. We had a good season, winning six, tying one, and losing just one (by 7-0).

My only concern is the lopsided score and what it may do to our game and our boys. In our endeavor to win, we, as educators, should not forsake the opportunity to "educate." Let's teach through example, not words.

How about thinking these things over? Especially you younger men just starting out. Remember, we all want to win (nobody more so than I). But, at the same time, let's keep in mind the fundamental principles of decency and fair play.

By GEORGE A. BROWN

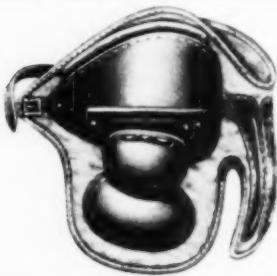
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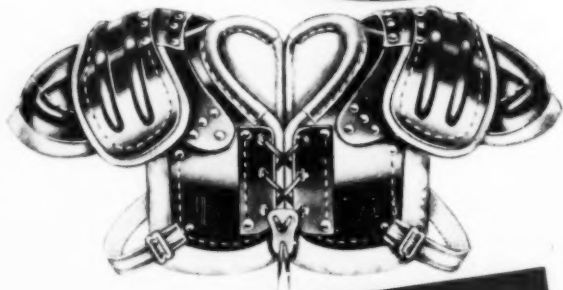
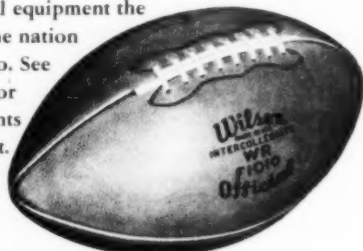
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Relays and Cut-Offs

JOHN MCGRAW once said, "It's the little things that count in baseball." And, as usual, he was right. The post mortems after a game bear this out time and again. How many times have you heard a coach moan, "Joe failed to sacrifice," or "Bill threw to the wrong base."

Against a heads-up team, only one such omission can cause defeat. To err may be human, but to continue to make the same errors is unforgivable.

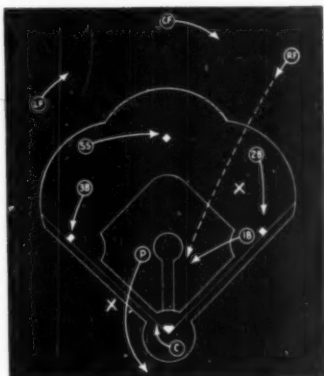
The relay and cut-off play is about as simple as any in baseball. Yet it is frequently bungled. The reasons are numerous: A player fails to take the cut-off or relay position, a throw goes haywire, the catcher uses poor judgment, and, in some instances, the pitcher remains on the rubber sucking his thumb when he should be backing up an overthrow.

Some mistakes occur because there is no defined policy relative to assignments. Who should take the relay position and who should be the cut-off man? These are simple questions, but unless they are decided beforehand, there is likely to be confusion and subsequent defeat in early games.

A number of years ago, George Kelly, a strong-armed first baseman, ran into the outfield and performed the relay duty for the N. Y. Giants. This was an unusual procedure in

By **ETHAN ALLEN**

Baseball Coach, Yale University



Cut-off on single to rt. or c. field.

that the first baseman usually takes the cut-off position.

What is important, however, is that the Giants had a system and even though it was unique it worked. Each player knew what he was expected to do and did it; and as a consequence, Kelly's relays became the scourge of the National League.

The question arises—what system is best for the average team? The answer is—any system that clarifies assignments and does the job. There is a variety of systems, all of which have their good points and weaknesses. Basically, they hinge on the assignment of the cut-off man, since the shortstop generally takes the relay position on long hits to left field and the second baseman performs the duty if the hit is to right field.

The systems may be outlined as follows:

1. The first baseman acts as the cut-off man on all throws.
2. The third baseman acts as the cut-off man on singles and the first baseman in all other situations.

3. The third baseman acts as the cut-off man on singles to left field and the first baseman assumes the responsibility in the remaining situations.

It is pretty obvious that the first of these is the most simple. Very little thinking is required, but it has a prominent weakness. For instance, if the first baseman does the cut-off chore exclusively, first base is frequently left uncovered. Since the second baseman has to pursue some hits, he consequently cannot recover in time to cover first.

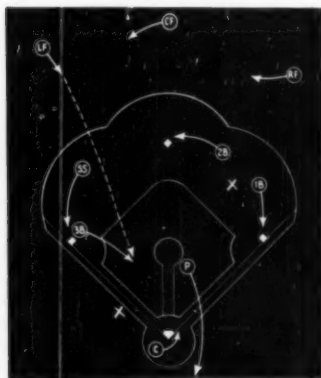
Both the second and third systems have advantages. In the former, first base is always covered on a single, thus making it possible to trap a batter rounding first. In the latter, third base is always covered, thereby eliminating the danger of a runner advancing to a better scoring position.

The last two systems are unquestionably the best, but if they cause confusion, it may be necessary to employ the first.

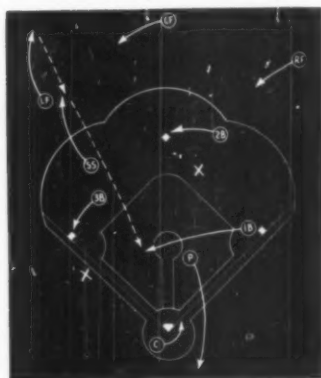
For example, if the first and third basemen are continually confused when system two or three is used, it would be better to put the responsibility on one man, preferably the first baseman. The third baseman could also be used exclusively, but of the two alternatives, the use of

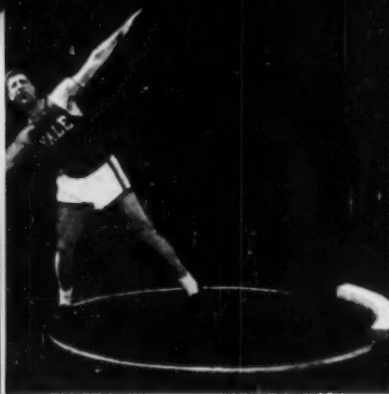
(Continued on page 48)

Cut-off on single to left field.

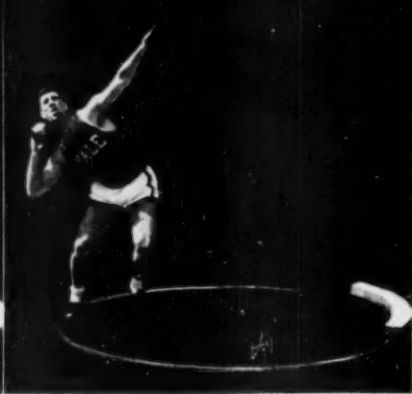


Setup on extra base hit to lt. field.

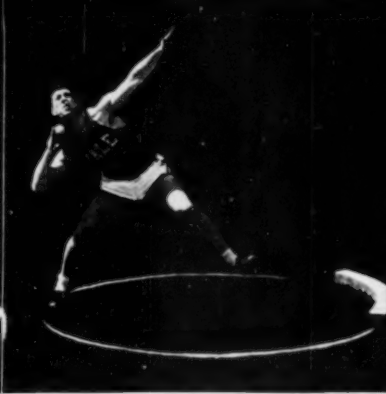




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EXCLUSIVE HOLASTIC COACH PHOTOS

Jim Fuchs, 58' Putter

SHOT-PUTTING has developed tremendously since H. E. Bauer-meyer set the American record at 32 ft. 5 in. in 1876. Today this mark couldn't win a high school dual meet. At Oslo last summer, Jim Fuchs boosted the standard all the way up to 58 ft. 4 27/64 in.

What has accounted for this 26 foot increase? Most of the improvement may be attributed to two factors. First, we have thousands of more boys putting the shot. And, second, the techniques of coaching and training have been revolutionized.

Before delving into the teaching of the event, let us analyze the physical constituents of the put-working around an exclusive motion

picture sequence of the current world's champion, Jim Fuchs.

Initial Stance. When preparing for the effort, the putter carries the shot in his left hand in order to keep his right wrist fresh and relaxed.

He takes a position at the back of the circle, with the right foot next to the back edge at a right angle with the intended direction of the throw, and the left foot a foot or two ahead of the right. The left arm may be extended at shoulder level (pictures Nos. 1 and 2) or it may be curved toward the chest in Chuck Fonville fashion.

It is important to carry the shot outside the right foot so that a plumb line dropped from the shot would

touch the ground at a point outside the right foot (No. 2).

This position assures a maximum distance through which acceleration may take place, and places the trunk muscles under stretch. Physiologically, a muscle under stretch can exert greater force than a muscle that isn't under a slight stretch before muscular contraction.

Particularly note Fuchs' knee and side flexion in No. 2. The back is kept relatively straight with the buttocks in line with the back bone. As in weight lifting, a straight back is necessary for the greatest utilization of strength.

Fuchs' initial position varies from the normal. The plane of his shoulders (Nos. 1 and 2) is tilted appreciably from the relatively level hip plane. This allows the left leg to be extended further forward (No. 4). Notice how he supports the shot about six inches above the nap of the neck. Fonville and other champions have cupped the shot against the nap of the neck.

Glide. The putter takes two or three preliminary leg swings for rhythm, balance and confidence. According to Francis, the free leg action employed so differently by champion putters does not influence the glide because the action from initial stance to delivery stance is basically the same for every putter.

When the athlete feels ready to throw, the glide across the ring is initiated by a vigorous forward

7



8



9



4



5



6

swing of the free leg (No. 3). A fraction of a second later, a push is made from the right foot (No. 4).

Ken Doherty, the Penn coach, does not agree with this point. He contends that speed across the ring comes more from "falling forward with balance" than from throwing the left leg forward and pushing with the right foot. Doherty's protege, Charles Fonville, observes this method. Although Fuchs and Fonville may differ on this technique, both attempt to achieve the greatest controlled speed across the ring.

The glide carries the right foot from its initial position (No. 2) to the middle of the ring (No. 6). The right foot barely clears the ground during the glide. Close observation of Fuchs' glide (No. 5) shows a line dragged by the right foot, proving that his right foot retained light contact with the ground throughout the glide. A hopping action produces a loss of valuable speed and smoothness.

Fuchs' extreme side bend places the body in a low position during the glide (Nos. 5 and 6). Fonville uses a moderately low body glide which is higher than Fuchs' glide,

while Thompson carries the body too high during his glide. Too high a body glide does not allow the putter full utilization of leg drive.

Fuchs can manage a low glide because his right leg is unusually strong and can extend quickly enough to properly coordinate his leg drive with the other delivery forces. A putter with an average leg strength and reaction time would not be able to use the style Fuchs' coach has fitted to him.

Delivery. There should be no hesitation between the glide and the delivery. Too often, putters rotate the upper trunk at the finish of the glide in preparation for the delivery. Although rotation places the chest and shoulder muscles under stretch and adds a small distance to the total distance through which the arm can push, these advantages are overbalanced by the loss of acceleration caused by the rotation or "cocking" of the right arm and shoulder.

Frank Ryan, Yale field coach, says that Fuchs tries not to "cock" his arm and shoulder. However, judging from the evidence in No. 6, he has not entirely overcome this fault. Fonville shows very little hesitation between the glide and delivery actions.

Several forces must be coordinated properly for maximum distance. The right foot and right leg begin pushing against the ground

before the left foot lands (No. 6). Notice the change of Fuchs' facial expression in Nos. 5 and 6, indicating applied muscular strength.

The position of Fuchs' right foot (Nos. 6 and 7) may be questioned. If the right toe were pointed toward the camera lens, the leg muscles would be at a better pushing angle and the forward rotation of the thigh would be simpler.

The extension of the right leg starts the hip and trunk rotation (Nos. 8 and 9). The powerful trunk muscles add force to the power from the leg drive, and this explosive surge passes to the chest, shoulder, and arm muscles.

The left elbow is thrust backward (Nos. 7 and 8), placing the chest muscles under stretch and helping pull the right shoulder forward.

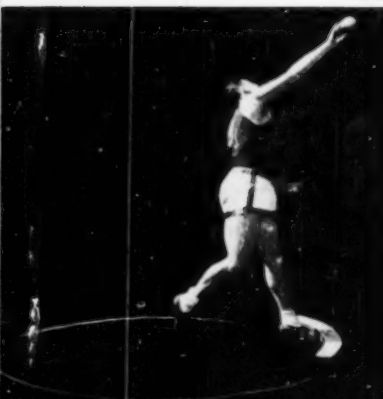
The right elbow should be approximately behind the shot, although evidence is lacking in regard to whether or not the arm exerts the greatest force when the elbow is directly behind the shot. In Fuchs' sequence (Nos. 8 and 9), the right elbow appears too high. Faulty head movement accounts for part of this high elbow action. The head should be up instead of back and sideways.

The shot should be delivered forward from the shoulder (Nos. 8 and 9). If the right foot leaves the ground before the shot leaves the
(Continued on page 56)

By RICHARD I. MILLER

Instructor, University of Illinois

10



11



12





BATTER UP!

By **CARL E. BOLIN**

Director, Ozark Baseball Camp

WHAT may be one batter's poison may be another's dessert—when it comes to stances, strides, and the other components of batting. Although most hitters can profit by studying the styles of others, the smart young player will adopt the style that seems most natural to him.

The term, "style," should not be confused with basic fundamentals. These remain the same no matter what style is employed. Every hitter must maintain good balance all the way from the feet to the head, keep the eyes on the ball until the bat makes contact, and develop a good wrist-snap and follow-through.

"Home Run" Baker attributed the position and use of the feet for his batting success. Babe Ruth gave most of the credit to timing and swing. Rogers Hornsby claimed it was the eye and the follow-through, while Ty Cobb's success could be attributed mostly to his mental attitude and tenacity to do everything better than anyone else—which he came very near achieving.

All those great hitters were right—speaking purely for themselves. But both their styles and their thinking were highly individualistic. Actually, success in batting depends on all the factors they mentioned. The beginner cannot single out one or the other. He must work on all of them—stance, stride, swing, follow-through, and mental attitude.

Selection of bat. Paul Waner once said, "Find a bat that suits you and then get married to it." This is a sound piece of advice to hitters of all ages. As a rule, the young hitter should start with a light bat and gradually work up to a heavier bat, switching to a slightly heavier stick each season.

More than 90% of our youngsters have a tendency to choose too heavy a bat. Generally speaking, you'll find a 14-16 year old boy, weighing from 110 to 135 pounds, swinging a 34 or 35-ounce bat of the same length in inches, whereas he would be better off using a 32-inch bat weighing from 28 to 32 ounces.

Players from 17 to 20 years of age, being more physically mature, are capable of handling a bat weighing from 33 to 34 ounces of the same length in inches. At this age, personal preference is a safe guide insofar as the size, handle, and knob are concerned.

Coaches working with high school boys should advise them in regard to selecting a bat for proper weight, balance, and length. It is well to remember that the best bats are straight-grained, second-growth ash, well-seasoned for over a year. The best quality bats are usually finished in a natural color.

Use of eyes. Impress upon the boy the necessity of keeping relaxed and of studying the pitcher's every move. The batter should follow the ball all the way to the bat. Even if he doesn't swing, he should get

into the habit of following the ball right into the catcher's mitt.

When pitchers are warming up before a game, it is a good idea to occasionally grab a bat, take the proper stance, and practice watching the ball all the way in to the catcher. Keeping the eyes on the ball those last few feet is very important. That's when the boys have a tendency to flick their eyes away.

A good test to discover a boy's failure to watch the ball all the way in, is to let him take a swing at a straight ball down the alley. If he finishes with his eyes focused at any point left of the pitcher, you can safely assume he is not following the ball all the way in. This is for a right-handed hitter. The left-hander who doesn't follow the ball all the way in will finish up with his eyes to the right of the pitcher.

Stance and stride. The position of the feet and their relation to the plate may be termed the stance. A study of the great hitters shows some surprising variations. Their stances vary from feet-together positions to about four-foot spreads.

Heinie Groh, the great McGraw third baseman, stood squarely facing the pitcher, while Al Simmons employed the foot-in-the-bucket stance with the front foot (left) planted toward third base.

Rogers Hornsby's stance was also unorthodox in that he anchored his rear foot in the back corner of the box farthest away from the plate, and kept his feet about 16 to 20 inches apart. He used a long, well-controlled stride and was a master at hitting outside pitches to right field and inside ones to left, with tremendous follow-through and power.

The stances of these three hitters were entirely different from both one another and from the orthodox

stances and strides. Most good hitters stand about 16 to 20 inches from the plate with the feet about 18 inches to 24 inches apart.

The young hitter should observe this orthodox position. In other words, he should not stand either too far or too close to the plate. He should start with the feet far enough apart to assure a feeling of good balance, then use a medium, well-controlled stride into the ball.

The front foot should be slid rather than lifted. Over-striding, a common fault, is fatal in that it usually forces the batter to swing under the ball. It is axiomatic that the longer a hitter strides, the longer he is on one foot; and the longer a hitter is on one foot, the easier he usually is to fool.

The batter should be well-bal-

anced with the head, shoulders, and hips on a level plane. Just before the stride, nearly all the weight should be shifted onto the rear foot to realize the maximum power in the swing and follow-through.

Grip, swing, and follow-through. Give a youngster a bat and the chances are he will grip it right down on the knob. This should be discouraged. Impress the boy with the fact that he will develop into a hitter a lot sooner if he will grip the bat two to four inches from the knob.

As the boy gains experience and power with age, he may gradually move his hands toward the knob—assuming he has the build to develop into a power hitter.

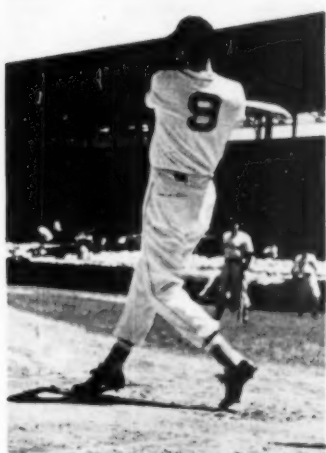
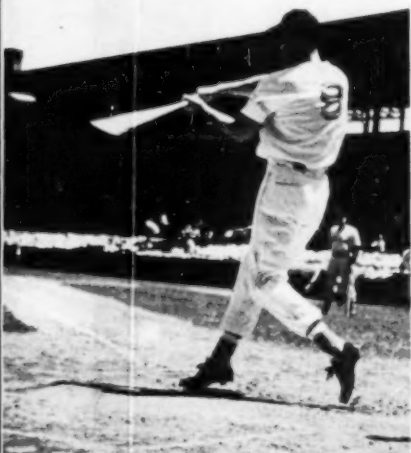
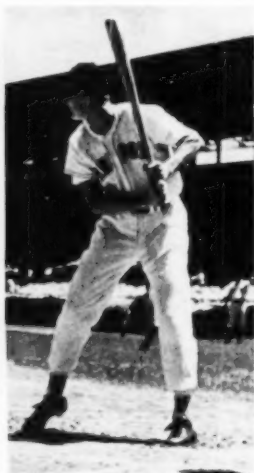
Gripping the bat closer to the
(Continued on page 60)

TED WILLIAMS

The greatest hitter in baseball is one of those rare birds who really is "loose as a goose" at the plate. In these two excellent sequences, taken from different angles, you will note that he takes a short slide-step into the ball and whips the bat around with a beautifully free and easy swing.

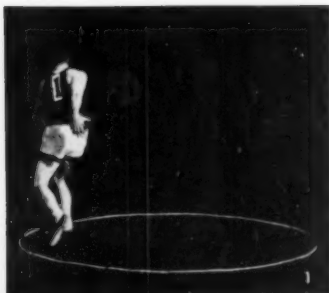
His shoulders are level and the full weight of the shoulders and wrists are brought behind the bat. The ball is met out in front of the plate off a straight front leg, and the bat follows through naturally in the direction of the hit.

It is particularly interesting to note how this great hitter keeps his head steady and his eyes glued on the ball from start to finish. (Pictures courtesy of Ethan Allen.)

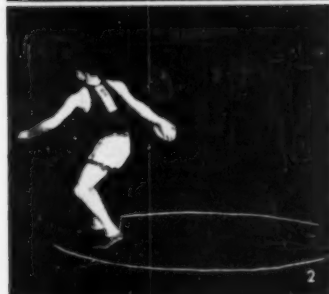


VIC FRANK

177 ft. 11 1/4 in.



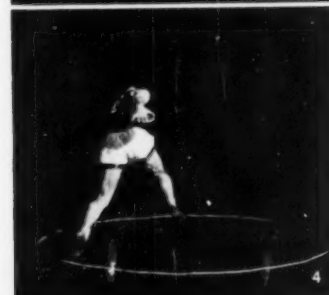
No. 1: Last preliminary swing is completed and Frank is ready to start turn. Note extreme twist of body, "back" position of discus, and that weight is supported over right leg. Novice fails to obtain this full wind-up; his preliminary swings are made with arm only instead of entire body.



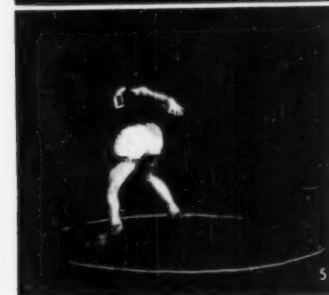
No. 2: Body weight shifts to left foot as turn begins. Throwing arm is kept cocked. Pivot foot is bent and remains so throughout whirl.



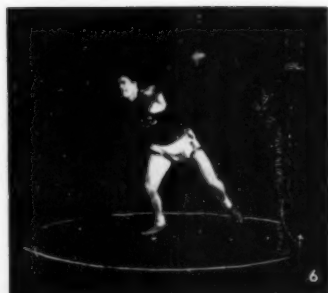
No. 3: Weight is supported by left leg, but body is inclined slightly forward to facilitate drive across circle. Beginner loses balance and falls backward because he fails to maintain good relation between center of pivot and body's center of gravity.



No. 4: Frank has just completed whirl portion of turn and is driving forward into throwing position. It is important to obtain exactly the correct amount of whirl before starting hop—novices usually whirl too far.



No. 5: Though Frank is in jump phase of turn and both feet are off ground, good body control has been maintained. Arm is well-cocked and discus is on fairly high plane. Novice tends to carry discus low and let it precede body. Notice that right leg has been bent throughout entire turn. Beginner's right leg is stiff.



No. 6: Frank is just reaching throwing position and is in favorable position to drive with big muscles of body. Left foot has not yet touched ground, but throw has actually started. Weight is supported over bent right leg—novice usually lands with weight forward over left leg and right leg already sprung. Frank is facing at right angles to direction of throw—tyro is usually facing direction of throw. Right arm is still well-cocked—novice's arm is often forward and not in position to deliver full blow.



No. 7: Although right leg and hips have already contributed much power, throwing arm remains well back. Tyro tends to initiate drive with arm.



No. 8: Additional proof that hips have led throw.



No. 9: Right leg and hips have almost completed their work and chief effort is now being supplied by upper body and arm. Frank is building up terrific acceleration, whereas novice, at this point, is usually falling away from throw. Note bracing and lifting action of left leg. Novice's left leg is usually far "in bucket," in no position to make contribution to throw.



No. 10: Frank finishes throw by reversing feet. Left foot remained on ground until discus left hand. Novice often attempts to reverse during, instead of after, the throw.

EXCLUSIVE SCHOLASTIC COACH PHOTOS

The Discus Turn and Throw

By FRANK RYAN, Field Coach, Yale University

EVEN a clear and detailed mental imagery of the action of the discus throw does not insure good coaching. Effective coaching depends upon the ability to (a) distinguish fundamentals from irrelevancies, (b) separate symptoms from causes, and (c) assign priority to those aspects of the throw most amenable to direct coaching attack.

In teaching the discus turn, it is important to keep the few criteria of a satisfactory turn clearly in mind. There is a tendency to forget that two equally effective turns may vary in certain details.

Some coaches fail to make the most efficient use of their time because of a rigid concern with irrelevant idiosyncracies of the thrower or because of an assiduous application to symptoms instead of causes.

The sole and simple purpose of the discus turn is to gain momentum. However, the price of this momentum must not be poor throwing position or fouling. In evaluating the turn, three questions must be asked:

1. Is the athlete in a favorable throwing position upon completion of the turn?

2. Does sufficient room remain to throw freely and without fouling?

3. Has momentum been attained?

A few remarks about each of these essentials is pertinent.

There is little disagreement among coaches as to what constitutes a favorable throwing position. In brief, good throwing position is characterized by the following features.

1. The athlete is well-balanced.
2. The right leg is bent and supports the body weight.

3. The left leg is placed approximately in line with the intended direction of throw.

4. The right arm is drawn well back and the body is turned in a clockwise direction.

Other variables held constant, the distance of the throw will be a direct offshoot of the amount of momentum attained. Obviously, the discus thrower should try for all the speed he can "get away with." However,

there exists what might be termed the "critical speed" of turn. Beyond this speed the thrower is unable to attain favorable throwing position.

The evidence seems to be that when the individual exceeds this speed, deterioration of form is extremely rapid. Universal application of this concept is difficult since "critical speed" varies not only from athlete to athlete but for the individual athlete with conditioning, stage of progress, etc.

Furthermore, whereas the effects of exceeding this speed may be only slightly deleterious for some men, others may make a shambles of their form through excess speed. Since nearly all discus throwers tend to work above critical speed, exhortations for greater speed can hardly be considered good coaching procedure.

The long foul throw brings satisfaction to few coaches. It may seem naive to point out that the circle's limits must be a consideration in developing an athlete's turn; yet, some throwers are astonishingly stubborn about making adjustments—even in the face of constant fouling.

WHEN Scholastic Coach approached Bob Giegengack, Yale's head track coach, for an analysis of Vic Frank's form in the discus, the Eli coach answered: "It would be impossible for me to write on Vic Frank and still maintain my self-respect. It so happens that Vic has been coached almost exclusively by Frank Ryan, our brilliant young field coach. Ryan, a former national shot-put champion at Columbia, has also coached Jim Fuchs, and I am sure he will develop many more outstanding field men in the future. I suggest, therefore, that you invite Mr. Ryan to write the article for you."

A few examples will be presented of instances where coaching energy is often misdirected. It is by no means implied that attention should never be given to these areas; however, it is maintained that these areas do receive a disproportionate share of coaching time.

Handhold: A good deal of unnecessary coaching effort is expended in instructing the athlete in the handhold and almost as much time has been wasted in theoretical discussions concerning the advantages of one type over another.

Every successful discus thrower has been well-oriented with respect to the discus. By much throwing and handling, he has developed a "feel" for the discus. He has learned to respond to subtle proprioceptive cues which permit him to make the most use of centrifugal force. Also, his familiarity with the discus permits control at the end of the backswing when no centrifugal force exists.

The top-notch thrower can introduce a number of variations into the hold and still have the discus end up in the right place at the end of the turn. In short, an effective handhold is more a result of orientation than a result of direct coaching.

Preliminary Swings: Three preliminary swings are usually sufficient. Though a greater number of swings add nothing to the throw, they should not be made the target of a direct coaching attack. These extra swings are symptomatic, not casual. They indicate lack of confidence and will eventually drop out.

Pivot Foot Position: Traditionally, discus footwork was taught to take place along a straight line drawn through the center of the circle. However some 15 years ago a few men began to get good results by placing the pivot foot close to the rear of the circle.

Ostensibly, this change offered two advantages: (a) greater room for the hop and (b) an extra quarter-turn.

(Concluded on page 54)



Above, receiving baton with hand extended to rear; below, taking pass with hand on hip.



SPRINT RELAYS

RELAY races have done as much as any other event to popularize track in America. What other event calls for such precise timing on a team level? And what other event engenders such a high degree of *esprit de corps*?

As a builder of wholesome mental attitudes, relay racing is tops. Every relay runner is constantly striving to gain a lead for the next man, to contribute his share toward a winning effort.

There is an attitude of personal responsibility, a feeling that his share of the running may be the determining factor in the outcome. This compels the athlete to extend himself fully, often beyond his recognized capacity. It is not at all unusual for a boy to run an average individual race, then outdo himself over the same distance in a relay.

The secret of sprint relay racing lies in the passwork. Since split-seconds are of vital importance, the stick exchange is paramount for success. If a quartet can pick up yardage on each pass, they can overcome a team of fleetest performers who are just ordinary passers.

Coaches and athletes alike must realize that there is no use entering a race unless the foursome has worked on its baton technique properly and diligently so that its exchanges are precise and speedy.

The question of what method to use in passing the baton is a perennial poser. It is agreed, however, that the burden should be upon the incoming man. This is a necessity in order that the outgoing runner can give his complete attention to a speedy take-off.

The sprint passes are always blind exchanges. There are three types:

1. *Fingertips of right hand on top of right hip bone.* The fingers are cupped with the palm facing upward and the thumb pointing forward, with the elbow bent away from the body. The receiver never looks back as the incoming teammate approaches the 20-yard zone. The baton is delivered with a little downward force so that the receiver knows the instant it arrives.

2. *Right thumb on the hip with fingers pointing downward.* It is essential in this pass to have the elbow pointing to the rear. The incoming runner lifts the baton up along the side of the body until it strikes the thumb and palm of the relief man.

3. *Extension of right hand to rear with palm opened downward.* This is another upward pass and a variation of number 2. Some coaches feel that this is the safest method of the three—so long as the outgoing runner can be depended upon to keep his hand steady.

By **SIGURD J. ODE**

Denfield Sr. H. S., Du'uth, Minn.

Upon receiving the baton, the second and third men switch it immediately into the left hand. This switch is unnecessary for the final runner, as well as the starting man. The latter should be able to get off his marks with the stick in his left hand.

A few teams have had success with an unorthodox method of passing from the right hand into the left. This is in direct opposition to standard operating procedure, yet is acceptable as far as the regulations are concerned. One of its advantages lies in the fact that it better exploits the adeptness of the right hand.

The 20-yard passing zone is formed by lines drawn 10 yards on either side of the exchange mark. Within this 20-yard zone, each runner must pass the baton to the teammate succeeding him.

No member of a relay team may, in order to relieve his teammate, run outside the exchange zone. However, it is wise to take advantage of these zones to over-distance or under-distance the runners according to their abilities.

For example, if your first man is a better all-around performer than your second runner, have him sprint to the extreme end of the exchange zone to take full advantage of his speed.

EMPLOY STRATEGY WITH CARE

Similarly, if the second man is inferior to the third, have the latter receive the stick in the fore-part of the exchange zone. This strategy must be exercised with extreme care to avoid over-stepping—a disqualifying offense.

Most coaches put their best runner on the anchor leg. On his shoulders (better said, on his legs), rests the last hope of victory. The man chosen to start should be the fastest off his marks from a relaxed crouch position.

If it is a 440 relay not being run in lanes, the first sprinter should be selected for his daring in striving for the pole at the initial curve. This choice spot may be the salient factor in determining the final outcome.

If the race is started at a curve and is being run in lanes, it will be to the number one man's advantage.

(Concluded on page 62)

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Safety in Baseball

By **CARSON J. THOMPSON**, Upper Darby (Pa.) H. S.

WHEN you remember that approximately one million high school boys play baseball and at least that many more play softball, you can readily understand that injuries are inevitable. In fact, you would expect a rather high incidence.

Actually, however, the injury statistics are astonishingly low. A study by Robert Warren of Denver, Colo., in 1947-48, disclosed that baseball accounted for only .8% of all high school injuries!

This speaks volumes for the safety consciousness of our coaches and administrators. Now let us see what we can do to make the sport even safer for the school and college participant.

As good a starting point as any is the laying out of the diamond. The location of home plate is of utmost importance. The vital concern here is to keep the sun from shining directly into the batters' eyes. Hence, the first step might be to visit the field at the same time of day that the games will be scheduled.

The diamond should be laid out so that the base-line from home plate to third base runs due east and west. A grade of 16 inches from the mound to the bases is recommended. Anything steeper will produce an epidemic of sprained ankles.

Although the skinned portion will vary according to the section of the country, all pebbles, cinders, and other surface hazards should be cleared away. Sawdust should al-

ways be kept on hand for wet days; anything else used to fill in around the bases represents a hazard to sliders and infielders.

A save-a-leg home plate with a beveled edge is an excellent safety device in that it eliminates the danger of catching spikes or the shoe on the edge of the plate when sliding home. Never use a wooden or stone plate.

The schoolboy diamond should have a distance of 400 feet between home plate and any obstruction in fair territory. Keep away from skinned infields, if possible. They are hazardous to the health of both players and spectators.

A grass infield is recommended, and this should be watered daily to be kept in the best condition. The skinned portion of the diamond may be kept in good shape by sprinkling in the early morning, then dragging and rolling it. This prevents the soil from caking, and leaves a fine dust which insures an accurate and uniform bounce of the ball — giving the infielders considerable peace of mind.

If possible, it is wise to install a large stationary backstop with wings on top and at the sides. Besides saving balls, this device insures the safety of the fans and the batters, who may stay behind the screen while waiting their turn at bat.

A smaller, movable backstop can both supplement the stationary unit and be used by another team for batting practice.

Where space is limited and spectators have to sit close to the diamond, a wire fence may be constructed from first to home or third to home.

Mark the diamond clearly as specified in the rule book. One bag of lime to a barrel of water is suggested. To kill the grass underneath the lines, try using gasoline in the line marker the first time the field is marked.

Keep the batter's box and holes

KEN KELTNER

The Cleveland third baseman demonstrates the mechanics of fielding a hard grounder and making the throw. Note that Keltner keeps his feet together to prevent the ball from rolling through, and that he brings both hands down to the ground. Since he has the time, he straightens up—bringing the ball back at the same time—steps toward first, and throws with nearly a full arm motion.

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filled up, particularly the morning after a rain. The entire diamond and surrounding area should be inspected at intervals for holes, stones, glass, obstructions, etc.

Remember that the location of the diamond is important and that it should not be surrounded by a track or be in the middle of a football field, unless necessity demands. Other sports only add to the hazards.

The players' benches should be situated outside the danger zone from hit balls and flying bats, and spectators should be kept away from the backstop area.

Playing injuries can be greatly minimized by observing the following suggestions in regard to personal equipment:

1. Have the players wear proper sliding pads.
2. Equip the catcher fully with a strong mask, a padded chest protector, shin guards, and a well-padded mitt. A new type mask is available which protects the ears and Adam's apple. The shin guards should be of a good make. Cheap guards afford little protection to the instep and do not hold up well.
3. Have your catchers and infielders wear cups made of metal or strong fiber in their athletic supporters.
4. Long white stockings under the regular baseball hose will prevent infections from cuts and spike wounds.
5. Proper training in sliding, tagging, bunting, etc., furnish that extra ounce of prevention against injuries.

A general meeting of all the candidates should be held prior to the first practice period. At this meeting, the parents' permission cards should be distributed with the request that they be filled out and returned within the week.

A medical examination should be given by the school doctor before the first practice. The doctor, incidentally, should be prevailed upon to be available at all games, if possible. Physical fitness index tests may be given periodically during the season, with the weight and health charts being kept by the managers.

A check with the school nurse should include:

1. Medical attention available.
2. Proper procedure when accidents occur.
3. School policy forms to be filled out.
4. Availability of medical kit sufficient for first aid.
5. Insurance or hospital treatment.

AFTER pitching for Temple U. and the Penn Athletic Club from 1930-35, Carson J. Thompson was picked on the 1936 Olympic Baseball Team and had the honor of pitching before the largest crowd ever to witness a baseball game—125,000, at Berlin. On his return, he submitted his Olympic memoirs to Scholastic Coach (June, 1937). At present he is coaching at Upper Darby (Pa.) Senior High School, and is also chairman of the Philadelphia Suburban Coaches.

A short, decisive talk on proper training methods, stressing their importance and the penalties if not observed, is very helpful. The coach should explain what representing the school entails, and check on scholastic grades and behavior.

If any of the players have lost weight from a strenuous basketball or wrestling season, the coach may recommend a special diet. He should also go over the rules and explain the proper way to wear a uniform, stressing the roll of the pants at the knee to serve as a cushion when sliding.

It is also a wise idea to suggest that each player keep two dry sweatshirts available. A talk on indoor safety may stress the following:

1. Wear sneakers and use mats as a pitcher's mound.
2. Do not throw fast.
3. Walk behind throwers, not between them.
4. Do not run in gym while throwing is being done.
5. Dry feet thoroughly to prevent athlete's foot.
6. Do not invite spectators to gym during practice periods.
7. When whistle is blown, immediately stop all throwing and turn to the coach.

Suggestions for outdoor practice:

1. **Uniform:** Buy good heavy flannel suits, since high school season starts early when air is cold. Wear football shoes to prevent colds—this will aid speed later on. Have at least one sweatshirt, and put on jacket soon as throwing or running is stopped. Wear at least one pair of sweat socks—blisters encountered early in year may cause trouble for entire season.
2. **Calisthenics**—before warming up and sprints at conclusion of practice. Keep all players always active and on their feet in early practices.
3. Take several laps around field,

(Continued on page 54)

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Attitude and Fatigue in Distance Running

A PREVIOUS article (last month) discussed the implications of *Fartlek*, or "Speed Play," the Swedish plan for training distance runners, with particular emphasis on Cordon Nelson's summary of its tenets—"Run farther, run faster, but don't get tired."

This was found to have many interesting possibilities. To devote months of preliminary preparation to two-hour speed workouts through the woods and meadows makes good sense from almost every standpoint.

1. It emphasizes the necessity from both a health and performance viewpoint of long and careful preparation for competition—a background that cannot be achieved in a few weeks, but which requires months and years of work.

2. It states again that repeated speed work is the best means of achieving endurance.

3. Its creator, Gosta Holmer, stresses the fact that only an intelligent application of these principles to the make-up and the competitive schedule of each individual, will produce desirable results.

In fact, the only questionable item in Nelson's summary of *Fartlek* lies in the third essential—"don't get tired." Though obviously an over-simplification, its implications are still most intriguing.

Can a person really run farther and faster and still not get tired? From at least one point of view, the answer is yes—as the following story will attest.

In the 1942 Big Nine Conference meet, the leading contenders for the 880-yard championship were Campbell Kane, of Indiana and Warren Breidenbach, of Michigan. The situation had a rosy Michigan hue, since the Wolverines had also qualified three other men for the finals, and

Kane, who had won the mile in 4:15.2 just 45 minutes earlier, still felt very tired when the half mile was called.

Breidenbach assumed this to be the case and therefore planned to run the first 440 in 53 sec., much faster than usual, in order to further discourage his opponent.

At the end of the initial quarter, Kane was in last place 20 yards back of Breidenbach. At the 600 mark, Kane suddenly sprinted around the field, came to Breidenbach's shoulder at 800 yards, and finally inched past him at the tape in the record breaking time of 1:51.2.

Some days later, in attempting to analyze his performance and his feelings, Kane emphasized the following points: (1) He was unquestionably fatigued before he ever started the race and doubted his ability to finish well; (2) He was very conscious of fatigue at the 440 mark; and (3) At the third curve, he suddenly realized that three Michigan runners were just ahead of him, apparently trying to block his path. This assumption somehow "woke him up." He forgot everything except his determination to beat Michigan—first the three "blockers," then Breidenbach.

One may well ask the question, "When was Kane really fatigued, and how was attitude a factor in his performance?" Was he really physically tired at the start of the race, at the 440, at the 660, or even at the finish?

Apparently the answer is no in all four cases. For, obviously elated at his success, Kane obtained the permission of his coach to run a 440-yard leg on the mile relay just 20 minutes later, and made a very creditable showing.

If one follows the traditional definition of fatigue as apparent work decrement, Kane manifested all the external symptoms at the halfway mark. Yet all these symptoms suddenly disappeared, and both pace and efficiency of movement greatly increased.

Superficially, neither his physical condition nor the surrounding working conditions underwent any change. One factor only, his assumption of unfair racing tactics by his opponents, was powerful enough to completely change performance and, apparently, the effects of fatigue.

This incident, while unusually dramatic, is a common example of the effect of attitude upon performance in fatiguing situations.

Unfortunately, coaches have not been able to find a satisfactory explanation of it in either the physiology textbooks or scientific research papers. For such studies have been greatly handicapped by the necessity of measuring only those phases of man's actions that are reliably measurable. Attitudes as yet have not been among these.

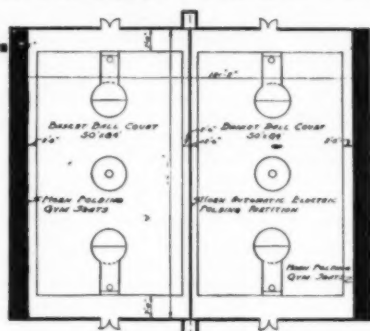
COMPETITIVE ELEMENTS

Physiologists speak of fatigue as being related predominantly to an over-production of lactic acid, to low oxygen supply to the tissues, to oxygen debt, or to the maintenance of body temperatures. However, it should be realized that these concepts of fatigue are based almost exclusively upon research studies made in physiological laboratories, upon excised and in almost all cases non-human tissues.

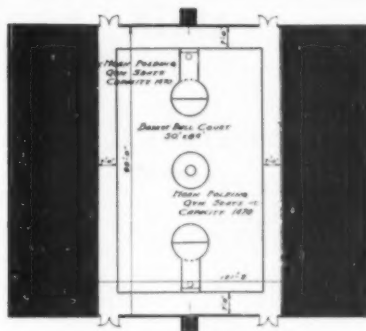
The action of such tissues is, of course, not in any way affected by psychological factors. Even where human beings have been used for experimentation, all distracting elements have been removed from the environment. In other words, most of the elements which are present in competitive situations and which unquestionably affect performance are no longer present. The excitement of competition, of performance anticipation, the presence of spectators, the incentives of praise and defeat have almost universally been removed.

Yet the conclusions which predominate in our textbooks and which have so influenced our explanations of the nature of fatigue are based almost exclusively upon such isolated and artificial situations. Coaches therefore are forced to fall back upon their own "arm-chair"

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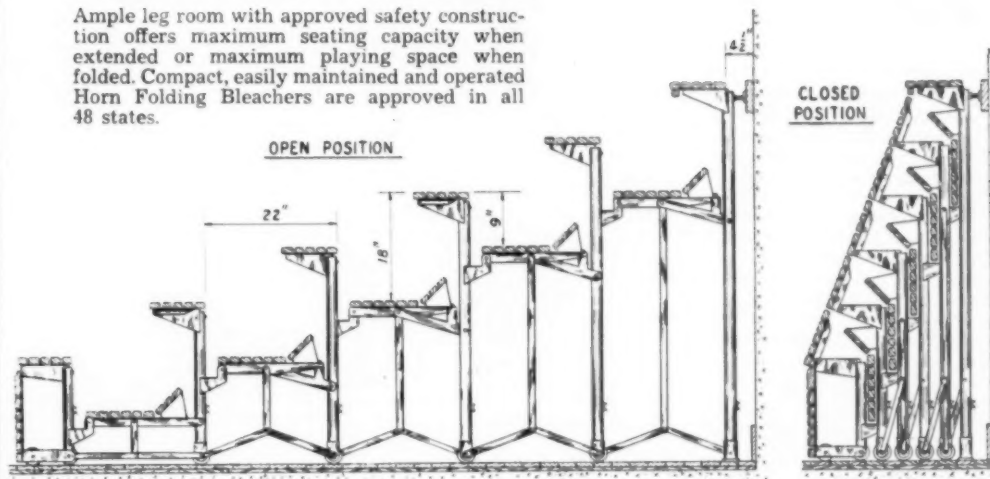
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ROWS	FLOOR SPACE		**HEIGHT	ROWS	FLOOR SPACE		**HEIGHT
	IN USE	*CLOSED			IN USE	*CLOSED	
3	4 Ft. 9 In.	1 Ft. 8 3/4 In.	3 Ft. 0 In.	12	21 Ft. 3 In.	4 Ft. 3 1/2 In.	9 Ft. 9 In.
4	6 Ft. 7 In.	2 Ft. 0 1/2 In.	3 Ft. 9 In.	13	23 Ft. 1 In.	4 Ft. 6 1/2 In.	10 Ft. 6 In.
5	8 Ft. 5 In.	2 Ft. 3 1/2 In.	4 Ft. 6 In.	14	24 Ft. 11 In.	4 Ft. 9 1/2 In.	11 Ft. 3 In.
6	10 Ft. 3 In.	2 Ft. 6 1/2 In.	5 Ft. 3 In.	15	26 Ft. 9 In.	5 Ft. 1 1/2 In.	12 Ft. 0 In.
7	12 Ft. 1 In.	2 Ft. 10 1/4 In.	6 Ft. 0 In.	16	28 Ft. 7 In.	5 Ft. 4 1/2 In.	12 Ft. 9 In.
8	13 Ft. 11 In.	3 Ft. 1 1/2 In.	6 Ft. 9 In.	17	30 Ft. 5 In.	5 Ft. 8 In.	13 Ft. 6 In.
9	15 Ft. 9 In.	3 Ft. 5 In.	7 Ft. 6 In.	18	32 Ft. 3 In.	5 Ft. 11 1/2 In.	14 Ft. 3 In.
10	17 Ft. 7 In.	3 Ft. 8 3/4 In.	8 Ft. 3 In.	19	34 Ft. 1 In.	6 Ft. 2 1/2 In.	15 Ft. 0 In.
11	19 Ft. 5 In.	3 Ft. 11 3/4 In.	9 Ft. 0 In.	20	35 Ft. 11 In.	6 Ft. 6 1/2 In.	15 Ft. 9 In.

* Dimension includes 4 1/2 in. space between top seat and wall.

** Height in open position same as closed. For Bleachers higher than 20 Rows write for complete details and dimensions.

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explanations of performances in fatiguing situations.

Unfortunately, space does not permit an extensive discussion, but the following points do seem to have practical values.

1. To feel tired is not to be tired. The feeling of fatigue is an over-cautious defense mechanism against exhaustion which man has acquired in the course of his evolution. It is a warning signal only, which requires obedience about as much as the call of the salivary glands for food, or as inattention denotes a need for sleep.

To always heed the warnings of these three devices would lead to complete indolence, to obesity, or to semi-hibernation. To consistently fail to heed their warnings would lead to exhaustion or starvation.

2. One of the basic problems in training for competitive distance running is to develop a toughness, a callousness of attitude toward these feelings. It is not enough to strive merely for physical resistance to fatigue; mental resistance is an even greater necessity.

Normally, of course, the two go hand in hand. Confidence and mental toughness almost inevitably accompany the development of physical condition through work. However, good coaching will consciously plan as carefully for the former as the latter. An athlete must somehow learn that he can always "run one more" if the incentives are high enough and that, no matter how tired he may feel, he can always sprint.

E. C. "Billy" Hayes, the much loved and much respected late coach at Indiana University, experimented in many ways to produce this mental toughness and alertness. Many coaches failed to understand his purpose in permitting his distance men to alternate in taking the lead during a competitive race.

For example, they were puzzled and also skeptical whenever Lash, Deckard, and Smith ran together throughout the first 1¾ miles of a 2-mile race, but in such fashion that the third runner moved up from behind and took the pace at the end of each 220.

This practice was clearly aimed at maintaining mental alertness. It gave the athlete something special to do. It took his mind away from himself and to the necessity for changing his pace and moving up to the lead. This sense of responsibility removed his feelings of tiredness and permitted him to continue at a pace which he might otherwise have thought to be impossible.

THIS concludes a series of two provocative articles on the implications of Swedish "Fartlek," by J. Kenneth Doherty, one of the nation's most distinguished college track coaches. A former national decathlon champion (1928-29), Doherty coached the U. of Michigan team from 1940 to 1948, developing such champion distance runners as Schwartzkopf, Breidenbach, Ufer, Barten, and the Hume twins. He is now performing his small miracles at the U. of Pennsylvania.

3. The implications of this point of view to the problem of the "burned out" athlete is very important. The writer is convinced that in his over 20 years of experience as a track coach, he has never known an athlete who was "burned out" physically. As a matter of fact, he has never found a person, either M.D., physiologist, or coach, who has been able to give a satisfactory explanation of the term.

The direct harmful physical effects of overwork in practice has been greatly overemphasized. The most important physical consideration in this regard is that a sufficiently long and carefully graded preliminary period of training should precede competitive performances.

As long as at least six weeks of such progressively more difficult practice is provided, the always present limitations of time available, of interest, and of the feelings of fatigue will prevent any undue physical strain upon the body.

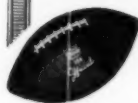
On the other hand, innumerable examples can be cited of athletes who have lost their enthusiasm for running because the drudgery of daily hard practice work drained all the elements of fun from the sport.

In short, repeated day-by-day or week-by-week emotional tension and nervous fatigue exhausted the desire to run. For all practical purposes, such athletes are "burned out," and it is in this area that the greatest consideration and thought must be given.

Coaches of Fartlek are right in assuming that practice sessions should be mentally invigorating. The value of any given workout is in direct proportion to the feelings of success and well-being with which the athlete ends the session.

In this respect, the American term, "work-out," has the defect of emphasizing "work," something we
(Concluded on page 45)

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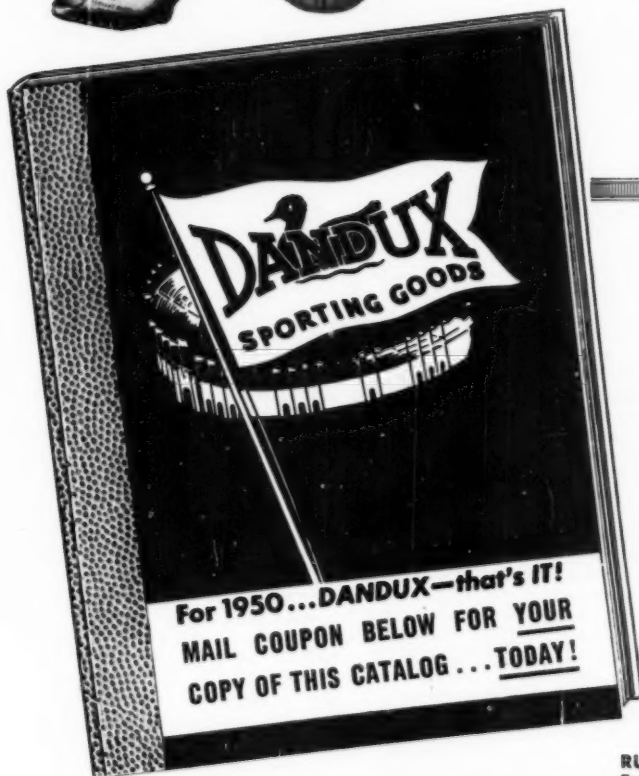
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
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OFFICIATING VIEWPOINTS

By **MORRIS KAUFMAN**

COACH, ELLENVILLE (N. Y.) HIGH SCHOOL

 THESE are the times that try basketball officials' souls. Nationally and locally, officials have been taken for a ride by sportswriters, spectators, coaches, and players.

Perhaps we are entering that "seven lean year" period; for, after all, we have had smooth sailing since the outbreak of World War II. So pressing has been the problem that attempts have been made to alter the rules, even to eliminate several changes that have been added since 1936.

Not so long ago it was "speed up the game"; now it is "slow up the game"—hold back on the whistle, give the officials more to do—as if they aren't over-burdened now. If you can believe what you read in the papers, the official is a robber trying to outshine reporter, player, and fellow official.

Our purpose here is not to defend the present type of officiating or any group of officials, but to pass along some hints that will make for a more tightly knit game with little chance for spectator, coach, or player criticism.

Our modern game is handled by two officials, both trying to make calls based on their interpretations of the rules. If these two men can work cooperatively, with a minimum of hesitation on decisions, and with a maximum ease, the game will move along at a smoother rate and alleviate the pressure from spectators and coaches.

Few sections interpret the rules in the same fashion, but officials of the same area should base their calls on the interpretations of the clinic held in their locality. In line with this, even though it is a non-playing aid, officials, either personally or through their association, should contact school administrators and coaches and demonstrate and interpret the rules for the student body and townspeople.

Know your working partner. That is, talk to him before the game and agree on procedure. A plan that has foiled foxy players and official-baiting spectators, is having the officials change positions at each foul try.

When the whistle is blown for a foul, the official who is covering the right side walks to the foul line to receive the ball while the other official moves along and takes his position underneath the basket.

Too often even good officials err in establishing the correct situations after the time-out. The heat of the game or the momentary lack of association may cause the official to forget what the situation is. Officials should talk over the situations during these pauses and query each other so that no mistakes occur. An official may differ in judgment, but he should never fail to observe an established procedure because of forgetfulness.

Along with that comes a maneuver that has brought credit to the writer. One official may be going through a normal game maneuver while the other is signalling on a substitute. Under our code, in case of doubt, the former official gives the latter a questioning look. If the latter touches his shirt over his heart, it signifies that the substitute has reported and is a legal player.

Also learn to support your fellow official when you think he is out of position or is blocked out of the play. If you are the umpire, help check on the scorer and timer. It is as much your responsibility as the referee's, since the outcome depends on the unit, not the individual.

If a fast break develops from a toss-up, cover the play even though it is not on your side. Don't yield to the temptation of thinking "that's your responsibility, cope with it."

The writer always lines up parallel with the jumpers and fellow official, on the balls of his feet, ready to go in either direction after the tap.

Some don'ts for officials follow:

There is a limit to how much floor space the eye can cover. Don't blow your working partner off the floor or call plays under his nose. Have confidence in his judgment. If not, don't work with him.

Above all, don't always insist that your call is right. Can you picture a situation in which two such "donkeys" call a play and neither will yield. They would both be booed off the floor.

Don't solicit or criticize. Many officials of the writer's acquaintance will solicit opinion; but if adverse, it's always the other fellow who called the play.

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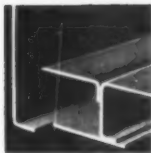
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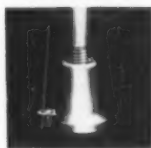
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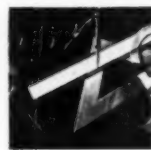
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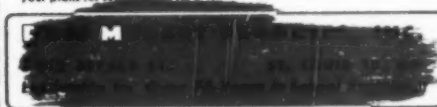


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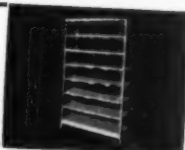


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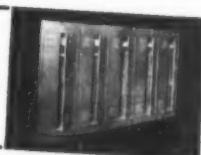


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WITH athletic programs mushrooming on all fronts, it is becoming increasingly difficult for our newspapers to cover personally all the school teams in their localities.

Since a good press is a vital adjunct of the sports program, it will behoove every school to set up a good publicity department—an agency that can be counted on to feed the press and radio with a steady flow of statistics, pre-game facts, and other features of public interest.

While the main concern here will be with the small colleges, practically all the suggestions that follow can be easily adopted by both high schools and the larger colleges.

The small college with an enrollment of 1,000 or less can, at a reasonable cost, set up a publicity department that will assure the maximum results. One man can do

often fill the bill for a copy desk in an early edition, while shorter paragraphs about individuals or team records furnish excellent filler copy.

Frequent releases giving team scoring figures are important and when coordinated with conference scoring records, will usually find their way into interested papers. Statistics are dealt with more in detail later.

To obtain the best coverage with his releases is a prime consideration of the publicity writer. States will differ in the amount of interest in small college athletics, and the distribution of releases must be regulated according to this range of interest.

Since the wire services will use a certain amount of copy, giving a more complete coverage, it is well to keep them supplied with copy, as they have a far-reaching effect. All papers carry one or more wires.

Working with the local newspaper is essential. If the publicist can keep in close touch with the local sports editor, giving him needed data and releases, the work of both individuals will be lightened. Try as often as possible to avoid rush stories. Send in the information far enough ahead of time to stimulate reader interest about an event.

Timing is a valuable item to the publicity man. Knowing when to release stories and where to release them is vital. Releases sent early in the week stand a good chance of being used in any Sunday edition where there is interest.

Pre-game stories should be delivered to sports editors four or five days ahead of a game, while schedules should be sent out at the beginning of the season, with the game, day, date, and past season's record listed.

It is important to remember that releases must be brief, easily cut, and well-timed.

Statistics sound like a terrific mathematical headache. Actually, however, a single person can keep adequate statistics on all sports. The publicist will find that these figures are of interest and value to the press.

In football, where statistics are the most difficult to keep, a second person can be employed if desired. All the necessary information can be charted by one person. Every play should be recorded on the chart, as well as yardage, punting, passing, fumbles, and scoring.

From this record, the individual statistics can be gleaned at the end of the game. The chart should also list the distance of the down, the number of the player carrying the ball, and the yards gained or lost. A red pencil may be used for one team, and a blue for the other.

First downs and other team statistics can be kept on a separate sheet for quick reference. In addition to furnishing individual figures for the team and the opponent, the chart will serve as a chronological check of the progress of the game. Any sports writer desiring to check on a play or series of plays, can refer to this handy chart.

If a helper is available for football, one person can keep the team chart and the other a separate statistics sheet. The National Collegiate Athletic Bureau provides an excellent short-form statistics record that can be adequately kept by a single individual. All the essential details are recorded for both teams.

The N.C.A.B. will furnish these sheets at a reasonable cost. The forms also help the publicist keep the statistics required for the bureau in its survey of national records. Your school or an individual may rank high in the nation in one or more departments.

Statistics should be made available

Public Relations

By NEAL K. FENKELL, Ex-Publicity Director, Hillsdale College

the job with a little seasonal assistance.

Athletic publicity work can be divided into three categories: (1) News releases, (2) Statistics, and (3) Publications.

Under news releases, it is the task of the publicity man to stay in close touch with the coaches, keeping a daily record of team activities, condition, and the outlook for the approaching game.

Lineup changes, injuries to key players, the type of practice, and oddities make good news release copy. This information can be incorporated and sent out once a week. Pre-game data, including probable starting lineups and past records of the teams, also represent good news copy.

A current tendency is to play up the injuries in order to effect a psychological advantage over the opponent. The use of such material will depend on the attitude of the coach.

Brevity is essential in news releases. Newspapers can often find space for schedule stories and short paragraphs of a feature nature. Since schedules take up considerable space, they should be written in story form. A story in 100 words can

Papers in opponents' towns also have need of the background material contained in the releases sent out during a season.

A mailing list should include newspapers, radio and television stations, wire services, and special publications—magazines, season publications, and scoring sheets. The list can change with the sport in season, and the releases should also be sent to the opposing schools.

Included in the division of releases is the task of sending materials about individual players to their home town papers, the people back home like to follow the progress of their former high school stars.

If they can be afforded, mats of outstanding players and the coaches should be sent out with appropriate cut lines. Small town papers want mats, while the large metropolitan newspapers use good pictures for reproduction.

Getting good pictures takes experience, and great care must be exercised to assure proper background and contrast. Have your subject doing something; keep away from static poses. Pictures should tell a story, and those of interest will frequently be used.



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A214 (WB)—Goodyear Welt, sportan leather uppers, flexible stitched shank, E width. Sizes: 5 to 13.



A216—Goodyear stitched, sportan leather uppers. Stitched flexible shank. E width. Sizes: 5 to 13 inclusive.



A218—Sportan leather uppers, flexible shank, lock-stitch construction. E width. Sizes: 5 to 12 inclusive.



A222—Sturdy genuine sportan leather uppers, lock-stitch construction. Youth's sizes: 1 to 5½ inclusive.



A510 (6R)—Running Shoe. Hand turned, yellow back kangaroo, Goodyear lock-stitched, permanent steel spikes. Sizes: 6 to 12 inclusive, D width.



A512 (7RD)—Running Shoe. Blue back kangaroo. Goodyear lock-stitched, detachable steel spikes. Sizes: 6 to 12 inclusive, E width.



A514 (8RD)—Running Shoe. Sportan leather uppers, lock-stitched construction, detachable steel spikes. Sizes: 5 to 12 inclusive, E width.



A516 (8JD)—Jumping Shoe. Sportan leather uppers, lock-stitched construction, detachable steel spikes. Sizes: 7 to 12 inclusive, E width.



A518 (4FD)—Field Shoe. Sportan leather uppers, Goodyear stitched tap and heel, detachable steel spikes. Sizes: 7 to 12 inclusive, E width.

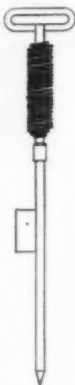
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to the working press immediately after the game. An organized system such as those given will answer the demand.

For basketball, shooting percentages are becoming more and more desirable. If the publicist keeps his individual scorebook, he will have everything he needs. Careful observation of a game will enable him to record the shots taken by each player as well as other data.

It may be that the coach has a man keeping a shot chart of the game. In this case, all the data for figuring shot percentages for the home team and the opponent will be readily available. It is wise to work with the coach on these figures, as he is always interested in them.

The running score should also be kept along with the number of the player making the field goal or free throw, in order to keep track of who scored and when. Jotting down the time every three minutes adds to the completeness of the record. Scorebooks can be kept on file each season for reference.

BASEBALL STATISTICS

Baseball statistics can also be kept in a scorebook, with the averages computed after each game and totaled at the end of the season. Batting and fielding averages are always of reader interest, as are pitching records. These figures should be always available for reference.

Track data must be kept in cumulative fashion. This will enable the publicity man to note individual improvement, records broken, and other facts essential to the cinder sport.

All statistics should be kept on file for future brochures, and for recording past team and individual performances.

Game programs, brochures, and printed schedules fall into the division of publications. The extent of each will vary to a greater or lesser degree according to the financial situation of the sport.

It is a good idea for the small college publicist to publish three brochures a year—one for football, another for basketball, and a third for spring sports. The latter should include track, baseball, tennis, and golf. While swimming and the other sports not usually found in the smaller schools will not be covered here, the same general facts can be applied to them.

The main idea of a brochure is to give a concise, accurate, usable amount of information for the press and radio. Where it is not possible to print the booklet, a clearly mimeographed publication will suffice. As a matter of fact, it is only the larger schools with liberal budgets who go in for the printed form of brochure.

All extraneous material should be omitted. Only statistics, personnel data, information about the school, schedules, past records, previous sea-

FORMER director of athletics at Hillsdale College in Michigan, Neal K. Fenkell is now assisting the sports director of Station WJR in Detroit. Mr. Fenkell has also been a sports writer and editor, and has had unusual success with the publicity program outlined in his article.

son's scores, and an outlook for the coming season are necessary.

In a football book, individual statistics, team totals, previous record with opponents, thumbnail sketches of personnel, the schedule, and other items mentioned above arranged in easily accessible fashion will prove of the greatest value.

Basketball brochures should be made up in essentially the same way, containing everything that is needed by the persons using the booklet. Flowery paragraphs on the past season and future successes only waste paper and hinder the reader in his search for "meaty" facts.

Jersey numbers should be included, if available at publication time. If not, a roster with these numbers—complete and accurate—should be put out as a supplement to the original book.

In spring sports, where there are several fields to cover, it is wise to use a systematic pattern. Each sport should be dealt with separately and indexed. Baseball, track, golf, and tennis make up the bulk of spring events. Since baseball and track have the greatest spectator value, they should be given the major attention.

For baseball, previous season's batting averages, along with the roster, results, and schedule are most essential. Short sketches about lettermen and prospects can be added.

TRACK INFORMATION

Track should include a roster, individual records, and home track marks of past years. Thus, in quick fashion, the sportswriter can check for new records and titles.

A roster and resume, in addition to the schedule, are the main items necessary for golf and tennis. Though these sports afford valuable publicity where the school has strong teams, there are limitations to the publicity they receive on the small college level.

An attractive folder-type cover with possibly the school colors or a monogram design will enhance the book, and also help sell the teams.

Constant contact with sportswriters and other publicity outlets are most essential. Getting to know the writers in your area will help your efforts. Find out what they need in the way of pictures, feature material, and statistics.
(Concluded on page 51)

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Train Your Team Captain!



AFTER years of watching schoolboy contests in many different sports, I am convinced that most team captains are not adequately prepared for their responsibility. Both as a coach and as an official in football, basketball, and baseball, my observation has been that few coaches pay any attention to this essential detail.

Yet the records show that many crucial decisions are made by the team captains. Any number of examples may be cited.

For instance, a time-out at the psychological moment has stopped more than one goal-bound drive, while other games have been lost by the failure to call the right player (strongest offensive man) and the right play (over the best offensive lineman) on a critical third or fourth down.

A simple thing like substituting for a temporarily stunned player before the opponents can exploit him, furnishes another example; and still another is the knowledge of how to legally stop the clock in those last few precious seconds without incurring an extra time-out.

All these situations and many more like them invariably crop up during a season, and the coach will find it profitable to prepare his captain on how to meet them.

Such instruction must be organized and well thought-out before the start of the season. Good leadership during the games may well mean the difference between a championship team and "just another ball club."

While no coach can know beforehand all the situations his captain will be called upon to face, he can, with a little thought and planning, eliminate or prepare for most of the routine trouble spots.

General areas which should be considered in such a coaching program are as follows:

1. Knowledge of the rules. Buy an extra rule book for your captain, and discuss with him the implications of any new rules. Especially review the timing, substitutions, and options in regard to penalties.

Clearly explain when he should or should not accept different penalties on the field. Make him under-

By **LYLE C. MARTIN**
CLAREMONT (CALIF.) HIGH SCHOOL

stand that he has all the time he wants to make up his mind in regard to accepting or declining the penalty.

It is the official's duty to make every option clear. If the captain doesn't understand them, he should ask the official to explain them again, since the captain's decision, once made, is irrevocable.

2. Game decisions. A typical example of what is meant is the winning of the toss in football. The captain has three possible choices—kick, receive, or goal. Each option should be talked over well ahead of game time.

On a strategical level: What should be done with the score tied in the last few minutes—play safe and protect the lead or go all out to win and risk the danger of defeat? Another strategical problem is that of trying an on-side kick or a squeegee kickoff to protect a lead.

In basketball, there is the problem of when to accept the free throw and when to waive it in order to maintain possession. Also, whether to start a stalling game or keep on driving for the basket.

3. Team personnel. Surprising though it may seem, many high school captains have to be taught the value of studying their team's personnel. They have never stopped to analyze, unless called upon to do so, just who is their best ground gainer; what is their strongest play; and who is the safest punter, the surest place-kicker, the best passer, etc.

If your captain is told precisely who his best ball-carrier is, he will be prepared for that important moment when a yard is needed for a first down or touchdown.

In basketball, he should know who is his best foul shooter so that he will be ready for that vital technical foul situation.

The team's strengths and weaknesses must be assessed beforehand if the captain is to make intelligent decisions during the game.

4. Leadership techniques. Most high school captains have little understanding of what their captaincy entails. Every effort should be made

to impress the newly elected captain with the importance of the honor.

With his election, he must assume a considerable number of responsibilities both to his school, his team, and his community. His attitude and sportsmanship on the campus must be above reproach, and his conduct should inspire confidence among his fellow students.

He has been singled out for an honor and he must prove that the choice was not a bad one. If the coach uses this psychological approach, stressing the aforementioned factors, he will find that most captains will grow in maturity almost over night.

5. Becoming better acquainted with the captain. This area is perhaps the hardest to fill. Because of individual differences, what will work with one boy in developing respect, confidence, and poise may not work with another.

The coach should begin by immediately congratulating the captain-elect. Make it clear at the outset that you feel the team has made a wise selection and that you are happy with its decision. Make it a point to speak to him, even if it is just to pass the time of day in the corridor during the off-season.

It is also important to know the captain's family background and where he lives in town. One coach I know takes his captain with him to see or scout games, and makes a point of introducing him as his captain-elect to other coaches or star players. You can imagine what this does to the boy's morale.

Such games also provide an ideal time to review the rules and game decisions as they arise during the contest.

You may also take your captain to several of your pre-season meetings with other coaches so that he will acquire a better understanding of the problems facing the coaching staff.

With this "inside" background, the captain can easily be sold on the idea of the need for prompt and regular attendance at practice every day, and will in turn help sell the rest of the squad.

Although most of the examples cited apply to football, the same type of program can be observed for the other major sports.

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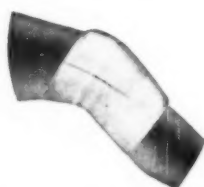
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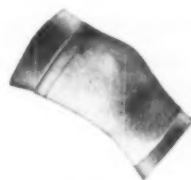
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Volleyball Fundamentals

By **WILLIAM T. ODENEAL**
Volleyball Coach, Florida State U.

MILLIONS of people of all ages are now playing volleyball. But they are not playing it well. They lack schooling and, as a result, they are not realizing on the full potential of the game.

As in any other sport, the fundamental skills must be taught thoroughly and in progression. Let us see how this may be done.

Serving. There are four possible ways of serving. The most basic of these is the underhand serve. The player assumes a comfortable posi-

tion with his weight well-distributed and the feet comfortably apart at a 45° angle to the service line.

The left hand holds the ball at arm's length ready to be hit, while the right arm is kept straight.

Contact is made by swinging the arm (right) in pendulum fashion, depending upon the type of serve wanted. A deep serve with top spin, a short punch drop shot, a punch floating placement, or a right or left spin can be executed from this position.

All serves, and particularly the underhand, should be hit either to the man on the defensive front line, the deep man diagonally in back of the set-up man, or to any player

coming into the game in the back positions, preferably deep. Never serve the ball to the spiker on the front line or to the middle back.

The most effective way to hit the ball is with the heel of the hand. A ball hit in this fashion tends to "bounce" in the air and drop fast, catching the defense off balance.

The underhand serve is primarily a placement serve and should be placed no more than three feet over the top of the net. Three important things to remember are: Hit with the heel of the hand, move the hitting arm in a straight sweep toward the ball, and step into the ball as the hit is made.

The second type of service is the



Left—basic underhand serve; right—sidearm roundhouse.



The overhead punch serve.



The overhead smash serve.



Proper position for setup man.



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No. 555Y Yellow back Kangaroo, top grade. Double wing tip reinforcement, Reinforced cowhide ankle band, GilAsh patented non-wrinkle tongue, Yellow stitching, Chrome retanned shank, Kangaroo lining, Outside counter pocket.

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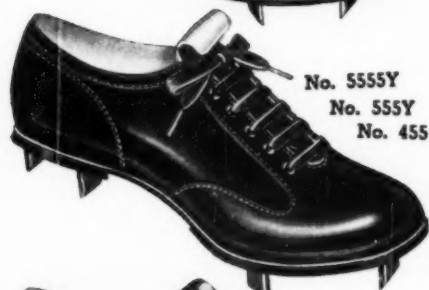
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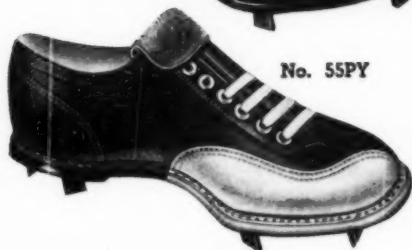
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Start of one-legged takeoff spike.

sidearm roundhouse. In the starting stance, the weight is comfortably distributed over the spread legs with the feet placed at a 60° angle to the service line.

The left hand holds the ball at the desired height, and the right hand is brought around on a horizontal plane with a slight upward action. This serve can be made to drop over the net fast, or can be hit very high with top spin to make the ball drop fast.

In the overhead punch serve, the player is well-balanced on both legs with the feet at a 45° angle to the service line. The ball is thrown up over the left shoulder to a height of approximately nine and a half feet. Meanwhile, the right hand is brought back into position to hit the ball as it comes down to the desired height.

As soon as the ball is hit, the server steps into the court and assumes a defensive position.

This serve can be made to go deep into the opponents' court either straight and hard or as a floater, both of which are hard to handle. It is primarily a placement serve, and if hit with the heel of the hand it may "bounce" in the air, catching the defense out of position.

In the overhead smash serve, the body position remains the same as in the overhead punch. However, the ball is now thrown directly over the head rather than over the left shoulder. The hit is made with the hand directly behind the ball with the fingers on top and back of the ball. The wrist snap accompanying the hit makes the ball rotate forward and downward.

This serve can be spun to the right or left by twisting the hand as the ball is hit, or it can be dropped fast by a forward snap of the wrist at contact. The serve is very hard to return because of the speed and the fast drop of the ball.

Setting up the ball. A proper hand position and contact are the most important factors in setting up the ball. The feet are spread to main-

tain good balance, the elbows are out, the knees are slightly bent, the back is well-arched, and the arms and hands are up to meet the ball.

The palms of the hands are turned away from the face with the thumb-tips and index fingers touching. From this triangular position, the fingers are widened to form a bowl-like receptacle for the ball.

It is important for the set-up man to face the spiker with whom he's working, and to make the set-up high enough to suit the spiker. The ball should be set approximately 11 or 12 feet directly over the set-up man's head and approximately one foot back from the net. This gives the spiker enough time to judge his run, take-off, and hit.

The feet should not leave the floor during the set-up, although a slight lunge is acceptable.

Passing. In relaying the ball to



Two-footed takeoff angle spike.

the set-up man, the player should keep his feet well-spread to maintain balance, and the head and arms up in readiness to follow the ball. The elbows should be out, the knees slightly bent, and the thumb and forefingers of both hands in line between the nose and the ball.

All the fingers contact the ball in bowl-like fashion. It is important to get under the ball fast enough to maintain the proper position for an accurate pass. The player should always face the direction of the pass and not leave the feet when contact is made.

When playing a low ball, try to get one knee on the floor or assume a squatting position, but keep the upper part of the body the same as in the standing position. This is necessary because many officials will call a violation if the ball is played underhand.

Better balance and more accuracy can be assured if the player will get under the ball rather than play it underhand. With experienced personnel, the one-handed underarm

hit is recommended because it permits the ball to be kept in play and facilitates passing.

Spiking. There are two ways of spiking a ball—with a one-legged takeoff or with a two-legged takeoff.

The one-legged takeoff spike is best performed from an angle to the net, and is effective for hitting the ball at an angle to the right, left or down the middle.

After the ball is set up three steps are taken and a jump made off the left foot. The right leg is brought up vigorously along with the left arm, to permit better balance and more height, and the right arm is cocked ready to spike the ball at the peak of the jump. This is important. Too many spikers hit the ball as they begin coming down.

Most one-legged takeoff spikers hit the ball to the left side. This is done by twisting the trunk as the left leg leaves the floor, and hitting back at an angle into the defensive court. This minimizes the danger of hitting the net on the descent. The hit is not made with a straight arm but with the elbow slightly bent.

The two-footed takeoff angle spike (western style) puts less strain on the jumping legs. The head and body are kept erect both during the takeoff and while in the air.

As the ball is being set up, the spiker prepares for the jump by throwing back his arms and bending his knees. During the spike, stability in the air is afforded by spreading the legs. Spikers should be able to reach a point at least nine and a half feet in the air, and should be able to coordinate the jump and the hit.

When hitting the ball, the hands are slightly cupped for power and accuracy. Using the fists is not recommended. One of the most important things to remember is to hit the ball at the peak of the jump. This necessitates having the arm ready to hit the ball while going up. Lots



The two-man block.

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of jumping and arm swinging exercises are recommended in practice.

Blocking. The two-man block may be considered both a defensive and an offensive move. Both players jump simultaneously, extending their arms about a foot above the net in front of the opposing spiker. A modest jump enables the blockers to recover more easily in case the blocked ball drops close or tips over.

The hands should be at least six inches from the net and turned slightly upward, while the blockers' inside arms should not be more than six inches apart. The head is kept erect with the eyes trained on the ball.

The blockers' outside hands are turned in slightly to prevent the spiker from "hitting off the block" and making the spiked ball unplayable by shooting off to the outside.

In teaching the block, have the defense watch the spiker carefully. As soon as he leaves his feet, the blockers should jump and form a barrier against the ball.

Net balls. As the ball hits the net, the player should assume a position as far forward as possible, with the side facing the net, knees bent, eyes on the ball, and the arms and hands out ready to hit the ball either up or back.

A common error is to try to play the ball over the net from this position by spinning the ball. Many officials call this type of play a double contact, or pushing or throwing the ball. Both hands must hit or bat the ball at the same time in order to pass it back or up to another teammate.

Defensive measure. When the opponents are serving, place the front line 10 yards back from the net facing the server—except for the set-up man. Play him five yards back from the net watching the server but facing the man for whom he sets up.

Have the back line play in the center of their respective areas, except for the man directly behind the set-up man. Play him in the center of his area as far forward as possible.

This defense is balanced and allows each man to be responsible for his own area. Any serve may be handled by taking two quick steps in any direction.

The one-, two-, or three-man block is advised as a defense against all good spikers, where the ball is set to him within two feet of the net. If the spiker cannot exploit the set-up, the defense should move back to their original defensive service positions.

Where the two-man block is em-



Handling a ball hit into the net.

ployed, the sides and back must be covered. If a spike comes in front of the middle forward, he and the left forward block. The right forward goes to the middle of his area and the left back goes to the middle of the left forward area to cover tip-overs.

The center moves to his left one yard back of the area markers and the right back moves to the corresponding position on the right side of the court. The two back men cover partial blocks and deep tip-overs.

Against hard-driven spikes that are not blocked, about the best defense is to hold out both arms with palms up at a 45° angle to the floor, and let the ball strike the arm. This will deflect the ball enough to send it back over the net or allow another teammate to play it.

Now that the players have obtained a general idea of the techniques, they must be given the opportunity to participate in order to secure the fun of teamwork. Every player must develop the idea that he is valuable, welcome, and has a part in making the game a success.

Besides studying pictures to develop his skills, the participant should watch good players in action and experiment in order to find the particular style for which he is best suited.

Volleyball is developing into a man's game because more teachers are beginning to learn the skills and play according to the rules. In a study made by the writer, it was found that the fundamental skills were one of the most important motivating factors in promoting the game. Therefore, the basic skills must be practiced and practiced, then put into use in competition and exhibitions.

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Color the Track Program!

By **BILL RHYNE**, Athletic Director, San Luis Obispo Jr. College

DESPITE its modest prosperity in recent years, track is still lagging far behind football and basketball in spectator and participant interest. Admittedly, it hasn't the basic appeal or glamor of the team sports. But, considering all its other merits, the sport should be doing better than it is. At the least, it should be paying for itself.

How can we create more interest? What can we do to fill the stands?

Though fortunate enough to be coaching in California, the greatest track state in the land, I also have these problems to contend with. For, despite the fact that year in and year out California always dominates the National Honor Roll of outstanding performances, we have not yet discovered how to support our track programs.

We certainly have the stars. Believe it or not, the times and distances recorded in many of our city, regional, and state meets actually excel those made in most college meets. Some of our records are truly staggering. For example, of the 108 outstanding performances listed in the 1949 Honor Roll, 43 were made by California schoolboys!

Furthermore, the great bulk of these athletes are matriculating at California colleges. The results are clearly evidenced in national meets. In the last N.C.A.A. championships, three California universities (U.S.C., U.C.L.A., and Stanford) placed one, two, three! Yet these athletes and teams performed Saturday after Saturday before very mediocre crowds.

San Luis Obispo is one of the many small high schools which is building up its track program. This takes patience, hard work, and a bundle of enthusiasm. But it can be done.

Enthusiasm, I believe, is the biggest asset a track coach can have. Attempt to make the sport interesting. Vary your practices to eliminate boredom. Stagger your training schedule when the boys are in shape.

For instance, as a late season novelty, try a few informal relays and events one day a week. I have experimented with an informal Thursday program and it has worked wonders in whetting the boys' interest.

I break the squad up into a number of teams and have them participate in new events. A shot-put relay throwing with the opposite hand; a standing broad jump; or a hop, step and jump relay serve to excite their imagination and keep them interested in the training program.

Be enthusiastic about all your practices. Coach with sincerity, but at the same time remember that there is no better stimulant to a boys ego than the thought that he is going to be a champion. Plant the seed and watch it grow!

Our first interest-provoker is a fall cross-country run. We lay out the course over hills and back roads,

Time-tested ways and means of stimulating more interest in the sport for both the athlete and fan.

as this makes for more exciting competition. If this is impossible in your area, just drive around some of the back streets near your school and plot out an interesting path.

You probably will have a few boys back from the preceding year. Encourage them to induce others to come out. That fleet halfback might be prevailed upon to run the course. Once he tries it, he may get to like the sport—and he may turn out to be a crack sprinter or middle distance star.

We always set up some sort of goal for the boys—to outdo last year's team, to set some new records, or to beat that arch rival.

In the fall, the ultimate goal is a Cross-Country Duck Derby. First prize is a duck, second a chicken, and third a rabbit. A little planning like this in the fall will reap big dividends in the spring, both in participants and spectators.

During the winter months, we begin laying the foundation for the coming season. The first project is a good bulletin board. Clippings, pictures, and the results of the meets are posted on this board. As

the season draws nearer, "form" pictures are clipped from newspapers and magazines, mounted on stiff backing, and displayed so that everyone can study them.

We also tack up a set of do's and don'ts for the season, and a list of all the school's track records. Very few schools keep their records up to date, and this is a mistake.

In compiling the San Obispo records, we had to spend many hours browsing through back issues of the local newspaper. But the time proved well spent, judging by the amount of interest the records provoked on the bulletin board.

Most schools have some type of physical education test which is given outside on the track. We conduct such tests both in the fall and spring, and have uncovered some likely talent this way. The fall tests are particularly valuable in spotting prospects to work on during the winter.

The testing program demands a great show of enthusiasm. Even though a boy has only the remotest chance of making the team, spur him on. Try to get him interested enough to stay after school. Many a boy who lacks ability in the regularly scheduled physical education classes can, through hard work, determination, and encouragement, become a top-flight performer.

With the foundation laid by the tests and the cross-country run, we can now begin planning our inter-class meet. This is held as early as possible in the spring.

First, captains are appointed for each class team from among the outstanding boys of the previous year. We try hard to infuse these boys with class spirit and a will to proselytize their fellow classmates. The captains are charged with the duty of getting all the entries in to us in time to prepare heats if necessary.

It is at this inter-class meet that your track following begins to blossom. Attempt to organize the classes into rooting sections. Distinctive emblems may be made by the girls in the class and worn by their representatives. This meet must be run off snappily. If it isn't you stand to lose all the progress you have made.

(Concluded on page 55)

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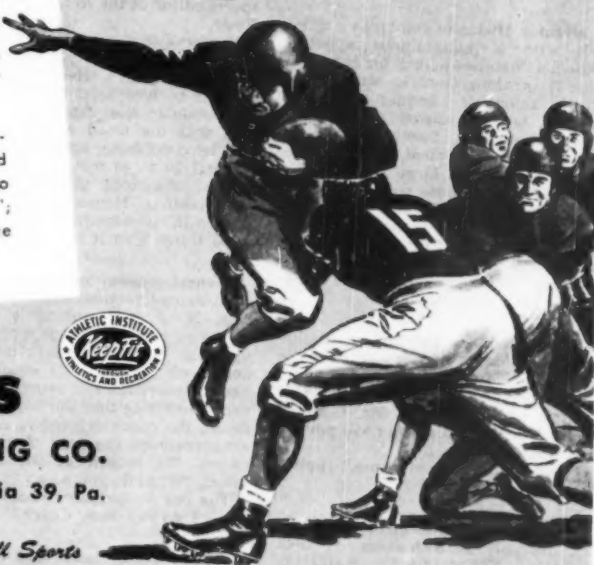
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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

WHEN the irrepressible Larry Kelley was the wonder boy of the Yale line, he once invited his entire family up to New Haven for the Harvard game. Late in the third quarter, Larry left his feet for a high, hard pass. As he came down, the Harvard safety man hit him from behind, knocking him cold.

The trainer and the coaching staff rushed out to the prostrate player and started administering first aid. Finally Kelley blinked his eyes and sat up. He looked around at the solid wall of anxious coaches and players.

"Stand back, you lugs," he feebly groaned. "Can't you see you're blocking my family's view of me?"

Herman Hickman combines a quick wit with a mountainous appetite. Which sometimes makes for considerable frustration. Once he was invited to a fashionable banquet where his hostess' table consisted only of the daintiest portions of delicately cooked snacks. After the meal, a great hunger still possessed large Herman.

As everybody rose from the table, the charming hostess came over to the guest of honor. "I do hope you will do me the honor of dining here again soon," she gushed.

"Sure," boomed the famished Hickman. "Let's start now!"

Lefty Gomez watched a rookie pitcher unload a gopher ball with the bases full. As the rookie walked to the showers, he stopped in front of Lefty's box. "Tell me, Mr. Gomez," he said, "how would you have pitched that ball?"

"Under an assumed name," replied Gomez.

Still on the subject of the outstanding football performances of 1949, Charles R. Baker, director of athletics at Bergenfield (N. J.) High, offers the stint turned in by John Drakeford, 154-lb. Bergenfield back, against West-

wood (N. J.) High. Drakeford toted the ball nine times for 299 yards—an average of 33.7 yards per try—and tallied five touchdowns on runs of 53, 51, 73, 2, and 65 yards.

"As basketball coach of Amelia (Ohio) High," writes Joe Cruse, "I'm interested in knowing whether our team doesn't hold some sort of record in having won every game on our home court for the last two and a half years. At present writing (January 24), we have won 13 straight games and, despite the fact that we are the smallest team in the county, we stand a good chance of winning the championship for the second year in a row."

Credit for the next three nifty little items goes to Bob Curley, the hustling sports editor of the *Ridgewood* (N. J.) News.

It seems that the manufacturer of a new type baseball bat recently approached Tommy Henrich and explained to him how this bat would revolutionize the game. He guaranteed that the wood would give any ball jet propulsion, carrying it an additional 20 to 40 feet.

After absorbing this high-pressure salesmanship, Henrich nodded. "I'm sold on it," he admitted. "But just one more thing: Can it hit a curve?"

Several seasons ago the St. Luke's High School football team of Ho-Ho-Kus, N. J., was taking a terrible pounding in a scrimmage with a nearby team. Back after back had to be helped off the field. The coach finally had to insert his last remaining half-back. Realizing that the boy was a bit dense, the coach decided to check his assignment on the next play—an end sweep. He looked at the sub and asked, "What do you do on this play?"

The boy looked him straight in the eye. "I do my best, Coach."

A New Jersey basketball coach arrived at a game late, and was met in the locker room by the rival mentor. "Where ya been?" snapped the latter.

"I had to bury my uncle this afternoon," replied the other glumly.

"What was the matter with him?"

"He was dead."

Since publicity makes the world go round, the U. of Wichita has decided to install a public relations course for athletic programs. The new course is designed as a "what every young coach should know" about the bearing of press and radio contacts on a successful sports program, and will be under the direction of Bob Glazier, the school's sports promotion director.

Included in the course will be such subjects as brochures, rosters, art, columnist contacts, tournament administration, game-coverage aids, interviews, schedules, statistics, needs of different newspapers, and many other PR responsibilities.

Shades of the '20s! At Rochester, N. Y., earlier this season, the Marshall High quintet won at 9-5 decision over Charlotte High—the lowest scoring game in the city league's history. Charlotte figured it would have a chance if it played a possession game and kept the score down.

The beginning golfer stepped up and took his first swipe at a golf ball. As luck would have it, the ball rolled up to the green and fell into the cup for a hole in one. The three other members of the foursome were stricken dumb. On the second hole, the novice again teed off. And again the ball wound up in the cup. "Golly," he said to his awed partners, "that was close!"

"Close!" they groaned. "What do you mean, close?"

"Why," answered the guy, "I damn near missed that time!"

Many years ago the great Joe Jeanette was battling a less able but willing opponent named Sam McVey. All through the early rounds, Joe kept jabbing Sam on the nose with monotonous accuracy.

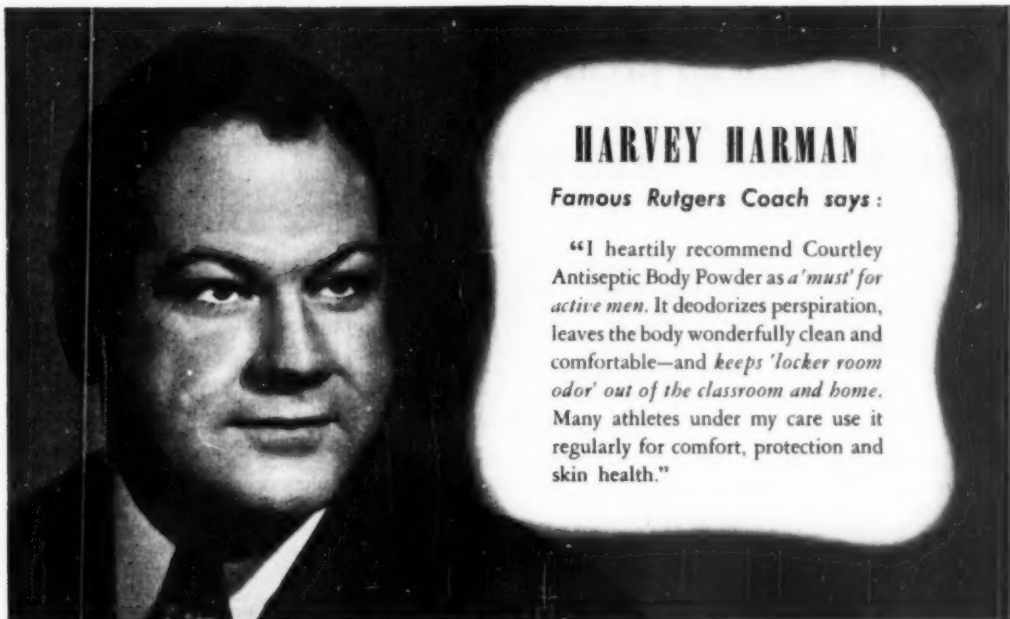
McVey, disgusted by his inability to cope with the situation, finally yelled, "Where'd ya learn to box, man?"

"All over the country, Sam," was the quick reply.

"Well, then scatter your punches, Joe," moaned the sore-nosed McVey. "Don't be spendin' your time in one place. My nose is just one small town."

Although we know that lots of coaches clip things out of *Scholastic Coach* and hold on to them for years, you could have knocked us over with a bandaid the other day when we received a request for a three-year subscription—made out on an order form prepared 17 years ago! The order came from Adam Cirillo, football coach at Brooklyn Tech High in New York City.

To add to the believe-it-or-not aspect of the situation, our publisher identified Adam as the captain of the



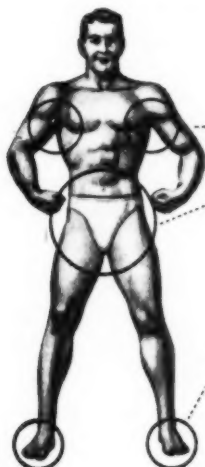
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Lafayette College team he coached in 1930! That's all we had to hear. Loyalty of that nature rates a reward, and Adam got his subscription—free.

Jack Doyle, big league scout, wrote a letter to the president of the Pacific Coast League, telling him that he was thinking of settling down in the West and would move if he could find a job out there. The president, by return mail, offered him a spot as an umpire. Doyle wired at once. "You don't understand. I want to live on the Coast, not die there!"

At last—the word on Max McGee, the sensational young Texas schoolboy athlete. Back in January, we put out a call for further info on the wonder boy, and here it is, direct from the man who coached him up until January 23—H. Lee Mitchell, who has recently moved on to Gladewater (Tex.) Jr.-Sr. High.

The kid you referred to in your January column is Max McGee, a fine student and a super competitor attending White Oak High in Longview. White Oak is a small school of only 190 students, but has a wonderful athletic setup. During the past nine years, it has captured eight district and four regional football championships. And in 1949, the track team scored 72 points to win the state meet, the runner-up scoring but 28 points.

In fact, my own boy, Lee Jr. (Sonny), tallied 34 points himself for an all-time individual record. Max won the high jump and ran a leg on our mile relay. This spring he has a chance to win high point honors. He is a good bet in the discus and high jump and should place in the shot put and the sprint relay.

In football last fall, Max did a great job. I do not have the statistics for the entire season at hand, but in the first seven games he carried the ball 182 times for 4,402 yards! He scored 17 touchdowns, kicked 7 extra points, punted 31 times for an average of 43.7 yards, and intercepted 17 passes which he returned 327 yards.

The kid is also a nice basketball player and a good baseball prospect. He is the fifth of a family of fine athletes. Since I have six boys of my own, it seems that I'm destined to work with large families.

Bubba, my second son, is now playing basketball at White Oak with Max, and played under the center with Max at fullback on the football team. They both ran on my relay teams and did a fair job. Sonny is now a freshman at S.M.U. where he had a fine frosh football year and is now anxiously awaiting the track season.

Meanwhile, I am hoping for another McGee family to move into Gladewater.

At a dinner given by the Touchdown Club of New York, Marty Maher, the retired custodian of the West Point gym, was asked to name the greatest gridder he ever saw at the Academy. Marty instantly replied: "John J. McEwan! John was an All-American center in his day (1917). He could run like a deer, and was strong and smart. He weighed 190 pounds, and in an emergency he could bite."

Distance Running

(Continued from page 22)

force ourselves to do because of certain pressures or external incentives. The Swedish term, *Fartlek*, or "Speed Play," is a great improvement. As long as running is play, fatigue holds no dangers.

4. Another important implication is that the emphasis in competition must be placed upon the third quarter of a race. This third quarter is commonly accepted as being the slowest of the four, but it now seems evident that this slowness is not the result of physical necessity. On the contrary, it is slow because the competitor is more conscious of the feelings of fatigue than in any other stage of the race.

Obviously then, attention should be concentrated here upon maintaining mental alertness, upon "staying up" or upon "maintaining the pace." If an athlete is a good competitor, the last quarter of his race will be well taken care of. The thought of the finish line or of beating his opponent will inevitably produce an all-out effort.

This does not hold true, however, for the third quarter. Athletes, even great athletes, continually allow their feelings of fatigue to dull their will to win, permitting their opponent to draw away from them so that even a great finish will not make up the difference.

Great credit should be given to coaches Larry Snyder and Charley Beetham, of Ohio State, for the success which Mal Whitfield had in winning the 880 in the 1948 Olympics. For two years of collegiate running, Whitfield was beaten during the last 220 of his 880. He usually tried to build up a large lead during the early stages of the race, hoping that the others would not catch him at the finish.

However, in his last few races before the Olympics, he seemed to place emphasis upon the third 220, the very period during which most men are "mentally dull" and waiting to be awakened by the final sprint for the tape. Certainly it is true that it was during this third 220 that Whitfield acquired the 10-yard lead which proved sufficient to bring him in the winner.

In terms of his entire career, it seems clear that this method of running was a matter of deliberate coaching and that a well-planned practice procedure must have been followed.

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By GLENN F. H. WARNER
Soccer Coach, U. S. Naval Academy

SOCCKER OFFICIATING

MANY vital considerations enter into the development of good soccer officials. First and foremost is a complete knowledge of the rules. Officials who exhibit any doubt in interpreting a rule on the playing field will immediately lose the confidence of all the players.

Excellent condition comes second. Considering the fact that the average field is 110 yards long by 65 yards wide, that the ball is constantly moving, and that a game consists of four 22-minute periods with no time-outs, only one minute between quarters and 10 minutes between halves—an official must be in shape if he intends keeping close to the play. Players are less apt to dispute a decision where the official sticks on top of the action.

An outstanding personality is also a requisite. The manner in which the players are handled will determine their general attitude and behavior. The official who calls the plays with a smile on his face instead of a chip on his shoulder, will win the respect of the players and thus insure a better game.

This should not be interpreted to mean that the official should let the game get out of hand. It is entirely possible to keep a game under control and still not arouse the animosity of the players.

One more factor to consider is the matter of honesty. Only an honest individual can reach the top in the officiating game. Officials who make a habit of "evening the score" for the home team late in the game soon get reputations as "homers," and this will eventually result in both the home team and the official having trouble in securing games.

UNIFORM

A good appearance certainly is an asset. Standard uniforms are required in most leagues. Such an outfit may be made up of dark trousers, black-and-white striped shirt, and cleated shoes. A jacket of a different color should also be part of the standard gear so that if the uniforms of one of the teams blends too well with the striped shirt, the jacket could be put on.

The single-official method is a difficult system and is not advocated. However, if funds are not available for two men, a single individual can

do a good job with a little careful planning.

First, he should ask for a substitute or a representative from each team to act as the two linesmen. The linesmen should understand that they are to call the out-of-bounds plays on the sidelines. To do this, they must keep up with the play, carry a flag to wave when the ball goes out, and to yell clearly who will have the throw-in.

The single official can also enlist the aid of his two linesmen in calling corner and goal kicks if he himself is not in a position to call them. This is definitely not a good policy unless the linesmen know the game and are considered completely trustworthy.

Linesmen can also assume the added responsibility of calling fouls close by if given that responsibility by the official.

In positioning himself on the field, the official should keep in mind the matter of conserving his energy by being in the best strategical spot for each situation. For instance, he should consider the wind—amount and direction. If there is a strong wind blowing across the field he should position himself closer to that side of the field where the wind will keep the play.

Anticipation is necessary to do a good job. This means that he should always be aware of the position of the attacking forwards so that he will not miss an "offside player" on a scoring play. He should place himself in such a position that there is little chance of his missing any play that should require a ruling.

For example, there is a correct and also an incorrect position to assume on the corner kick. The incorrect spot would be by the near goal-post where he would miss many infractions that might occur behind him. The logical place would be where he could see the entire progress of the ball from the initial kick, through the melee in front of the goalmouth and continuing on through the clearance, and also all the players involved.

DOUBLE OFFICIAL

The double-official setup is by far the most satisfactory method, offering much closer coverage of the play.

The most important phase of this system is teamwork. To know what area the other fellow is going to cover, so that there won't be too much overlapping, is essential or the advantage of this method will be lost.

The two officials should get together before the game and decide how they will split covering the field. Perhaps the best method for efficient coverage would be to divide the field diagonally. In this method each official is responsible for the goal (close in) at one end, one side, and the outside of the far goal.

Under the dual setup, less responsibilities fall to the linesmen, off-sides are under closer supervision, and the whole game is under better control with less effort. Each official should explain to the linesman on his side of the field that he will be particularly responsible for out-of-bounds plays at the far end of the field.

LINESMEN

It is the duty of the linesmen to report to the officials as soon as possible before the game. At this time he should find out just what is expected from him other than calling out-of-bounds plays.

A bright colored flag should be carried and waved every time the ball goes out of bounds. It is a good policy to throw down the flag at the spot where the throw-in should take place. This will prevent a halfback from advancing too far down the sidelines before making his throw-in.

A linesman should show absolutely no favoritism, and the official must over-rule him if he calls the play wrong, and if he persists, replace him.

TIMERS

For years the time has been kept by the official in charge of the game. But this is not the best method. The ideal arrangement is to have the managers of the two teams seated at a table at a point mid-way of the field and along the sideline.

These two managers can best keep track of time with the official indicating if and when there should be any timeout. Players entering the game as substitutes can also enter the game from this table via a whistle when the ball is dead. This would mean controlling the line-ups from here.

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ters. A person may memorize the rule book but still not be able to apply these rules in an actual game.

One of the most important points that a prospective official should remember is to have confidence in any decision he makes. Any official who hesitates on his judgments will immediately find himself involved in arguments.

There is a definite technique to calling plays. When an official deems it necessary to call a play, he should blow the whistle so that it can be heard in any part of the field, stand still at the spot where he is blowing the whistle, and from that spot explain the reason for the whistle in a loud voice that can be heard by all players.

Too many times an official blows the whistle, continues to move, sometimes never explaining why the whistle was blown or else explaining with the whistle in his mouth.

On arrival at the dressing room, the official's first duty is to introduce himself to the home team coach, who in turn should introduce him to the visiting coach. At this time shoe cleats, uniforms, and the ball should be checked.

The cleats should be examined to make sure that they are not too long, that no nails are exposed, etc. (To be continued next month.)

Relays and Cut-Offs

(Continued from page 7)

the first baseman would give the greatest protection.

For a similar reason, system three is given preference over one and two, granted that the players are alert. This system is followed in the diagrams.

Any successful system of relays and cut-offs relies on individual performance. As soon as a ball is hit, the players must go into action. Both the relay and cut-off men must immediately line up for the throw.

The relay men should take a position which will enable him to reach the objective base with a one-bounce throw, while the cut-off man should stand about even with the pitcher's mound so that he can intercept the throw.

This is done only on the command of the catcher—if he yells "cut." No call is made if the catcher wants the ball to go through.

If the cut-off man sees that the throw is wide or will arrive too late to catch the runner, it is advisable to run toward the ball for an interception and attempt to catch a runner rounding a base.



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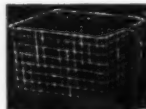
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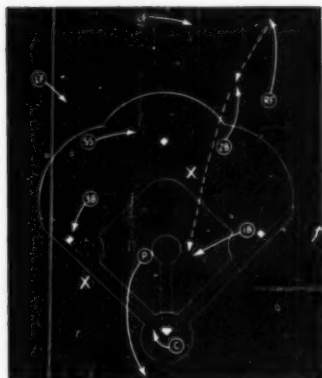
1011 Brevard St.

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In order to properly originate the relay and cut-off, the outfielder should make a high throw to the relayman. The relayman then spins toward his glove hand to complete his throw to the plate or third.

While the play is developing, it is advisable for the relayman to anticipate it. This can be done by glancing toward the infield as the outfielder is retrieving the ball. It is also important to be alert for word information from teammates.

The defensive pattern for relay and cut-off situations is not complete unless the pitcher backs up the throw. A correct position is one at least 50 feet in back of and facing the intended receiver. Many pitch-



Setup on extra base hit to rt. field.

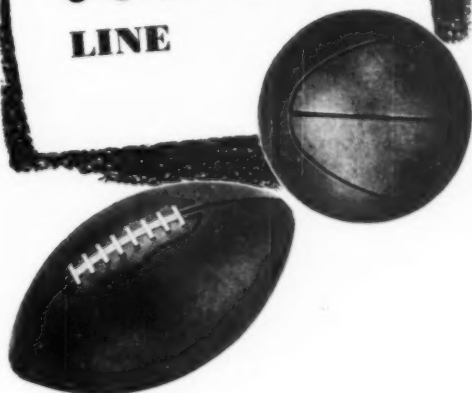
ers get too close to the base or cover late, and thus are not in the best possible position for overthrows or caroms off the player attempting to make the tag.

On some singles, it is often difficult to determine whether the outfielder will throw to third or to the plate. In this situation, the pitcher should run to a point between the two bases, then move out behind the correct base when the throw is made.

One last point should be mentioned in connection with the relay. Some outfielders spin and throw carelessly after retrieving a long hit. As a consequence, some balls reach the relay man on the bounce. If the ball arrives on an in-between hop, the relay man should permit the throw to continue on to the infield.

Any attempt to catch this type of throw often results in the ball hitting the relay man and bouncing away from its objective. When the ball is permitted to continue unobstructed, you at least know that it is doing in the direction it was originally intended.

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Starting date _____

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School _____

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Enrollment of School: Boys ☐ Girls ☐.

Public Relations

(Continued from page 28)

tistics, and send them all they want. By all means, answer all requests for schedules and results from publications and bureaus; they are a help to your work, too.

Football programs can be a money-making proposition where the most is exacted from advertising mediums. The sale of programs is pertinent to financial success, of course, but advertising is the real profit area. The amount of advertising and the expense of the program can determine the selling price. Programs are one item that can show a profit to aid the publicity department.

For the spectator, the program should contain, above all, the proper names and jersey numbers of the players.

Other items such as pictures, articles, and player sketches, must be used to make the book interesting. Pictures and information about the home team and visiting coaches can take up one or two pages. A welcome, or just a statement along with a picture of the school, will show the fans that there is a school interest in them.

It is best to get together with the printer to discuss layouts and advertising arrangements. Make sure the rosters and lineups are as readily accessible as possible.

Schedule cards of pocket size should be printed early enough to be distributed to interested persons, as well as to press and radio. These cards should contain days, dates, time of play, place, and special-event games, such as homecomings.

In this fashion, the small-school publicity man can, despite his limited finances, give the college the essentials necessary for maximum publicity.

OPPOSITION TO EXPLOITATION

BECAUSE school authorities have a responsibility for preventing the exploitation of high school students who have qualified for a letter in school sports, the Central Committee of the New York State Public High School Athletic Assn. approved the following recommendation for inclusion in the state Handbook:

"The N.Y.S.P.H.S.A.A. recommends that school authorities protect their students from being exploited by individuals or groups interested in promoting for any purpose, spectator or revenue producing contests such as all-star, charity, and similar exhibition games. Furthermore it shall be the responsibility of school authorities to inform their teaching personnel to do nothing which shall impair this responsibility of boards of education to protect the athletes against such exploitation."

Riflery develops... "safe handling of firearms... sportsmanship"

Writes **Gilbert B. Hunt**, Rifle Coach,
Manchester High School, Manchester, Connecticut



Manchester High School
Manchester, Connecticut
October 3, 1949

Scholastic Magazine
7 East 12th Street
New York City

Gentlemen:

The operation of a rifle team or club has been a fixture in Manchester High School for twelve years. It is enthusiastically supported by the student body, both boys and girls, and has survived in the school in the face of restricted range space and the absence of school-owned equipment.

The normal team of twelve shooters would need to be increased to a total of better than a hundred shooters (in a school of 1200 students) in order to care for the demand for shooting instruction and competition. Plans have been projected to realize this very situation.

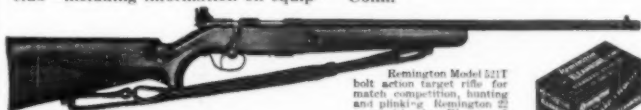
The organized and supervised high school program is given the whole-hearted support of local police authorities. The program puts the youngster's shooting in a range under trained adult supervision.

Training in the safe handling of firearms, the development of good sportsmanship, mental-muscular coordination, habits of good physical training, and emotional steadiness in the crises of excitement and competition are the aims and the accomplishments of the secondary school shooting program. No secondary school can afford to be without one.

Sincerely yours,
Gilbert B. Hunt
(signed) Gilbert B. Hunt
Rifle Coach
Manchester High School

Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we shall be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the operation of a rifle club—including information on equip-

ment, marksmanship, target shooting, the construction of rifle ranges, and many other subjects of practical value. Just fill in the coupon and mail it to Rifle Promotion Section, Remington Arms Company, Inc., Bridgeport 2, Conn.



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New Books on the Sport Shelf

- **SWIMMING.** By John A. Torney, Jr. Pp. 315. Illustrated—photos and tables. New York: McGraw-Hill Book Co. \$3.50.

THE author, who is head swimming coach at the University of Washington, has designed this book to serve every need in the aquatic program. Nonswimmers and experts, teachers, administrators, coaches—everybody connected with aquatics in any way—will find all the answers to their problems in this text.

Practically organized and superbly written, the book embraces every aspect of the aquatic program, namely:

Swimming history, basic considerations in program planning, safety, administering the instruction program, sanitation and hygiene, and administrative tasks and problems.

Following this essential background material, the author delves into the actual teaching of swimming, covering the subject in six comprehensive chapters: Teaching swimming, the nonswimmer, the beginner, the swimmer, special skills (diving and lifesaving), and testing.

Covered next are special programs, the intramural program, the varsity program, and the administration of competition. The book is concluded with an excellent section on games, stunts, and relays.

Both the beginning and the experienced coach can fruitfully apply this vast store of information. The techniques described are of proved effectiveness, and will enable coaches to compare their own methods with them and make helpful adjustments.

- **INDIVIDUAL AND DUAL STUNTS.** By Hugo Fischer and Dean Shawbold. 160 cards. Minneapolis: Burgess Publishing Co. \$2.50.

SINCE individual and dual stunts are easily adaptable and interesting to boys and girls of all ages, they are now being used as self-testing activities in practically all physical education programs.

Unfortunately, the literature on this activity is frequently difficult or impossible to understand. What has always been needed is a pictorial source book which could present the activities in a form simple to grasp by both students and teachers.

The Fischer-Shawbold teaching aid precisely meets this need. Consisting of 160 cards 4¼ x 5 inches in size, it offers a wide assortment of stunts adaptable to a broad range of abilities and interests.

The pattern of this unique card photo set is geared for clear-cut demonstration. Each card demonstrates

one or more stunts. Some cards have two photos, some have three—depending on the length and difficulty of the stunt. Under each picture is a short, terse description. There are no lengthy explanations—the pictures tell the story.

The individual stunts are arranged in 14 categories, namely: Balance, support, jumps, walks, back bends, vaults, chalk reaches, inverted stands, wall, chair, wand, ball, bottle, and broom. The dual stunts come in seven categories: Balance, lifts, combatives, walks, offense and defense; whirls, jumps and balances; and carries.

Most of these stunts may be performed in limited areas and require no equipment. Others call for the use of readily available equipment. The cards are neatly packaged and should prove a handy aid to instructors on all recreation and physical levels.

- **THE TEACHING AND COACHING OF SWIMMING, DIVING AND WATER SPORTS (Fourth Edition).** By Ferd John Lipovetz. Pp. 169. Illustrated—photos and drawings. Minneapolis: Burgess Publishing Co. \$3.

SOUNDLY and practically organized, illustrated, and written, the fourth edition of Ferd Lipovetz' gold-mine of aquatic information accomplishes four broad objectives:

1. It outlines an effective procedure in the teaching of aquatic activities.
2. It introduces swimming, diving, and water sports in terms of individual and team sports, recreation, health, education, and water safety, and to some extent shows their relation and interdependence.
3. It analyzes and presents the material in compact and illustrated form.
4. It serves as a guide and stimulant for further individual research and study of aquatic activities, methods of procedure, and results.

The material is divided into five sections.

Section A covers the general theory and practice of swimming, diving, and water sports.

Section B is divided into two chapters, with Chapter I listing the material essential to teaching swimming to beginners, and Chapter II containing lesson plans for the basic strokes.

Section C features the methods and procedures involved in teaching the fundamental dives.

Section D includes a fine collection of water sports, games, and contests; while Section E lists the various national tests and administrative charts and forms.

Every aquatic man everywhere will find this book an invaluable reference source.

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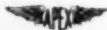
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THE O-C MANUFACTURING CO., LITTLE FALLS, N. J.
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Discus Turn and Throw

(Continued from page 13)

More and more top-notch throwers adopted the new style and enthusiasm for it spread. In their enthusiasm, many coaches forgot that the traditional straight-line style still permitted a good turn.

There is no quarrel with this new method of placing the left foot. However, it is poor coaching procedure to make this variation an end in itself and to insist that all throwers use it. There is considerable evidence that the use of this new foot placement will decrease throwing effectiveness in the case of some individuals.

Relaxation: No athletic event can be executed without proper relaxation—least of all the discus. Yet, relaxation comes only with increased mastery of the event; the athlete does not simply decide to relax or will himself to do so.

Undeniably, there are some athletes who would profit by the direct suggestion to relax. However, it should be realized that tension is a natural concomitant of learning a strange event and is not to be eliminated at the coach's direction. Constant nagging or urging the discus thrower to relax may produce an effect quite opposite from the intended one.

Safety in Baseball

(Continued from page 18)

to increase circulation and prevent muscle strains.

4. Use pepper games before batting practice until eyes get acclimated to fast ball.

5. Have batting practice hurlers go to showers immediately after pitching to prevent sore arms and colds caused by standing around.

Other practices that will aid in reducing the injury menace include:

1. Use disinfectant in locker rooms.

2. Have the players use foot powder regularly.

3. Bar boys with athlete's foot from playing until clearance from doctor is brought to you.

4. In indoor drills, use new baseballs as they may be seen more easily.

5. Win boys' confidence so that they will promptly report all injuries and illnesses.

6. Send any head injuries to a medical man immediately.

7. Don't use injured players or keep them in uniform.

8. Do not use a common water bucket for drinking purposes.

9. Arrange team benches a safe

distance from batter's box, if standard dugouts are not available.

10. Keep spectators in stands.

11. Place scoreboard up where it can be seen by everybody, so that fans won't be coming down to the players' bench for the score.

12. Keep dry towel in medical kit, as rain may make ball slippery and dangerous.

13. Caps with skull protectors are advisable for some boys.

14. Extra shoelaces may save a turned ankle. Keep elastic ankle supporter in medical kit.

15. Ban all horse-play.

16. Make managers responsible.

17. To prevent loss of time and equipment, keep players busy every minute.

18. Have players wear slippers or old shoes only actually on playing field.

The Track Program

(Continued from page 40)

One of the greatest faults in track today is the delay between events. Instead of reeling off smoothly in three-ring circus fashion, the meet drags. As a result, the fans become bored and lose interest in the sport.

A good announcer who can keep the meet going is at least a 50% solution to the problem. The idea is to call the events well ahead of time, and to keep giving the fans the running score and the winners, together with new and old records.

The announcer may also focus attention on the highlights down on the field. For example, he may direct attention to Joe Morris tearing down the runway in an attempt to break Bill Smith's record jump of 23 feet made in 1933. We place colored markers out on the field to indicate the record distances, and these may be referred to by the announcer.

For judges and timers, we get out the local business men and faculty members. They greatly enjoy their duties, and by making them feel a vital part of the meet we add to our following.

A talk with your local sports editor and radio announcer regarding the coming meet will give you invaluable publicity. Another good idea with which to stimulate interest is to award a cake to any boy breaking a record.

Some of these methods may be new to you, others are undoubtedly old. All of them, however, have served to increase the size of our squads and crowds by 100%. When executed with encouragement and enthusiasm, they will assist you in elevating track to its rightful place in the sports program.

It's New! It's Sensational!

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WATERLOO, IOWA

Jim Fuchs, Yale's 58-Foot Shot Putter

(Continued from page 9)

fingertips, some of the driving force of the throw will be lost. Fuchs' right foot leaves the ground at the same time the shot leaves the fingers (Nos. 9 and 10). Fonville delays the right foot a fraction of a second longer before reversing.

A timely wrist snap will increase the horizontal distance of the effort. Notice the wrist flick apparent in Fuchs' effort (No. 11).

Champion putters carry the shot well up on the fingers having developed the strength and control for this advantageous position. For the beginner, however, it is advisable to carry the shot in the palm, then as strength, control, and confidence are developed, to move the shot up on the fingers.

Summarizing the approximate sequence of the parts which make up the whole delivery action:

1. The right thigh is extended and rotated outward.
2. The right thigh action starts the right hip and trunk forward.
3. The left elbow is thrust back and downward forcefully.
4. The hip and trunk action is transmitted to the right shoulder which starts forward.
5. The chest and shoulder contributions are passed to the right arm which forcefully extends at the elbow.

6. A final push is added by a well-timed flick of the wrist and fingers. Klemm believed that the shot put was a movement which began in the toes and ended in the fingers.

Reverse. The reverse, which prevents the thrower from fouling, is employed by a large majority of champions. Both Fuchs and Fonville use a very fast reverse.

In this technique, the right foot comes off the ground a split-second after the finger flick, and continues forward to the toe board (Nos. 10-12). The left foot comes off the ground a split-second later than the right foot and swings backward and up.

It is advisable to withhold teaching the reverse until it is needed, since early emphasis on reversing may minimize the importance of the leg drive.

TEACHING AND TRAINING

Whole vs. Part Method of Teaching. Whole-method teaching presents the activity as a single unit or whole action, while the part method

breaks the activity down into its various parts so that each component may be practiced and developed as a single action, then integrated into a coordinated whole action.

Some activities cannot be broken down for part-method teaching. For example, it is impossible to stop the act of pole vaulting (takeoff to landing) to work on a weakness. The performer must go through the whole action with mental emphasis on the correction.

Another example, a runner attempting to develop a higher kickup of the trailing leg must run in order for the trailing leg to kick up at all. The kickup is a link in the chain of reactions which, together, form the whole action of running. If a link in this chain is taken out and practiced, the chain is broken and the whole action is no longer possible.

Although adequate experimental evidence is lacking, practical ob-

DICK MILLER is an unusually bright young instructor in the U. of Illinois physical education department. As an undergraduate at the U. of Nebraska, he captured the Big Six pole vault title every year and placed third in the 1946 NCAA championships. Dick has also coached in several Nebraska high schools and is currently working on a text on schoolboy track.

servations and coaching seem to favor the part method for teaching the shot. The put is divided into four parts: initial stance, glide, delivery, and reverse.

Throwing from the delivery stance with a four- or six-pound shot is the recommended introduction. The beginner must learn to coordinate the leg drive, hip and trunk, shoulder and arm, and wrist and finger actions into one smooth delivery action.

The proper timing for these parts is important and deserves special emphasis. If the novice must concern himself with initial position, movement across the circle, plus the mentioned actions from the delivery stance, then the delivery actions will not receive due emphasis.

When the beginner has coordinated the actions from the delivery

stance reasonably well, it is time to work on initial position and glide across the ring. The final step calls for an integration of the initial stance, glide, delivery, and the reverse (if needed) into the whole action of putting (whole method). To develop timing thereafter, the practice putting should be as a whole action (initial stance to reverse).

Light to Heavy Shot. To develop smooth and continual acceleration, the novice is first introduced to the whole action with a four or six pound shot. The novice practices the total action with the lightweight shot until he develops a smooth and continuous action. As soon as his progress permits, he should move on to the nine and then the regulation twelve-pound weights.

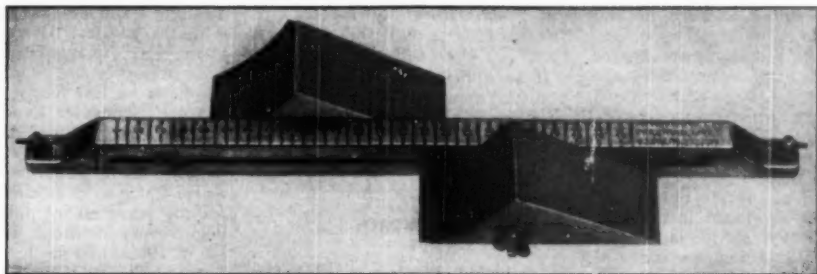
Practice Emphasis on Maximum Performance vs. Form. At the high school level, boys are passing from clumsy adolescence into early maturity. Although they pick up activities eagerly, their physical movements are often somewhat clumsy. Since motor learning seems to take extra effort for the adolescent, most of the practice should be spent on perfecting the required technique.

Emphasis on maximum performance causes the boy, especially the beginner, to forget form. This both retards the learning process and increases the chance of injury. An occasional maximum effort in practice may be needed to decide team places or as a motivating device. But, in general, the high school practice sessions should be devoted to perfection of form with occasional near maximum or maximum performance.

Length of Skill Practice Periods. Based on the findings of Griffith, 20 or 30 minutes of activity on a particular skill represents the optimum. Longer periods induce fatigue and inattentiveness. The key words in this instance are "on a particular skill." For example, 20 minutes on starting and 30 minutes on the shot put represent practice on two different skills, thus the time distribution would be satisfactory.

Motivation. The learner must be eager to learn. He cannot be forced into learning but must be ready for it. Elbert Hubbard once said, "You can lead a boy to college but you can't make him think." In addition to motor educability and technique of skill instruction, the rate

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of learning is proportional to the degree of concentration and interest the learner displays toward the activity.

The success of a coach in motivating his squad to "dig in and work" will, in no small part, depend upon his enthusiasm. Where the coach is very enthusiastic, the squad will catch some of his "fire."

Some ways to motivate your putters include: (1) Be enthusiastic about the event. (2) Have a sound and well-rounded knowledge of the event. (3) Use stories of average putters who developed into champions. "Nobody starts out as a champion." (4) Know the styles of the outstanding collegiate putters and use their pictures on the track and field bulletin board. (5) Keep a progress chart of the boy's performance in every meet. (6) Take a sincere interest in the boy as a human being as well as a shot-putter.

Positive Approach. With few exceptions, the words "don't" and "no" should be excluded from teaching technique. People tend to be put on the defensive by the negative approach and often develop mental barriers against whatever conversation follows.

The positive approach has the same goal in mind, but different pathways are used to reach it. In-

stead of saying, "Don't raise the throwing elbow that high," say, "Try keeping the throwing elbow a little lower; it will allow you to exert greater force." Instead of saying, "No! That's not right," say, "How about trying it this way next time?"

It is difficult to remember the positive approach when patience runs low or when disgust burns high, but it is just at these times that a positive approach is most needed.

THE NEGATIVE APPROACH

A few individuals respond better to the negative approach, and the coaching psychology must be adapted to them. The negative approach may also be used effectively when stern disciplinary measures are necessary.

Training. Track coaches generally agree that the off-season offers the best time for the putter to develop strength. During the competitive season, the efforts should be bent toward speed and timing and having a maximum explosive snap when needed. Weight lifting and a great deal of putting with a heavier shot represent two good off-season methods of developing strength.

The four to six weeks pre-season training period should be devoted to building strength and speed, and perfecting technique and timing. During the competitive season, strength exercises should be done with the greatest possible speed at about half the maximum capacity. This preserves the snap and places emphasis on fast reaction.

Work Schedule. Every workout or meet competition should begin with a very thorough warm-up. *One pulled muscle from an inadequate warm-up may sideline an athlete for the season.* Shot putters should begin every workout with a short jog of 100 to 200 yards followed by some exercises, then take three to six wind sprints and more exercises.

For the first week of pre-season training, the coach may find it beneficial to lead the squad through a series of calisthenics designed to warm up all the body muscles. This is the simplest and most effective way of teaching the squad warming-up exercises. After the first week, allow each boy to do his own warm-ups since the group movements do not make adjustments for individual differences and needs.

The weekly schedule given below is a typical mid-season program for the average high school putter. Adjustments must be made for each



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individual and consideration should be given to weather conditions.

Monday. Thorough warm-up and 20 minutes of arm work. Give your boys a couple of dozen easy throws stressing technique and correction of faults. Finish the workout with a half-dozen sprint starts and a 100-yard dash for time.

Tuesday. The daily warm-up followed by a half-dozen extra wind sprints. Tuesday is the best day for a couple of near maximum throws if that seems advisable. The throws should be started easily and increased in effort as the putter feels ready. Not over a half-dozen near maximum or maximum efforts should be taken. Finish the workout with 20 minutes of armwork and a 100 or 220-yard dash.

Wednesday. The putter, as all track and field athletes, should warm up very thoroughly before each workout. Have your prospects throw a dozen or more times stressing form. Work on the faults noticed during Tuesday's workout. Allow the putters to work on whatever other events they want. Finish the workout with a 100-yard dash for time.

Thursday. This is a day of rest for the big Friday effort. A few calisthenics at home are optional depending upon the individual.

Friday. Have your putters at the ring in plenty of time for a slow and careful warm-up. Before competition, a half-dozen practice throws are generally enough. The last couple of throws should be full effort. Make sure your boys keep warm between efforts.

Teach your athletes to give their utmost, but to keep relaxed and collected.

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The author expresses his sincere appreciation also to Miss Frances Ann Mc Pherson for grammatical assistance, and to Dr. Robert E. Pingry for assistance with the mathematical aspects of this study.



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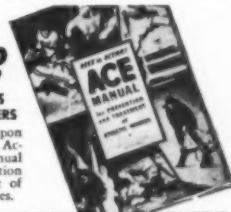


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handle allows for a more powerful swing, but it is always at the expense of consistency and the ability to place hit. It is the job of the coach to study the boy and decide what he is best fitted to do.

The bat should be gripped loosely, just tight enough to keep it from falling out of the hands. This allows for more relaxation. The back knuckles of the lower hand should be in line with the middle knuckles of the upper hand.

The bat should be carried out away from the body with the forearms approximately at right angles to each other. The front elbow should be up high enough to utilize the maximum pull and power of the front arm.

For more relaxation, freedom, power, and efficiency, the bat should be held back motionless. But the hands and forearms should come "alive" when the pitcher is ready to deliver.

Swinging the bat out in front will help a hitter loosen up. But only if he is relaxed to begin with. Too many boys swish the bat indiscriminately, with the result that the pitch often catches them off-balance. Keeping relaxed at the plate is the big secret.

At the start of the swing, the

Mechanics of the Batting Swing

(Continued from page 11)

grip, of course, should be intensified. The swing should gather momentum all the way, in order to meet the ball well out in front of the plate, where the wrists can roll with a complete follow-through. The follow-through may come last, but it certainly is not the least in importance in the batter's swing.

Although we get boys from all over the nation at Ozark, not one in fifty comes to us with any idea or habit of a good follow-through. We develop this fundamental through pepper games. The batter peppers the ball to a pair of fielders, always using a full follow-through.

To give the batter time to regain his ready position after the swing, the boy fielding the ball always shovels it to the other fielder, who then serves it up again.

As the foot slides forward into the pitch, the hands always move back. This is often referred to as the back-lash or recoil. Slow-motion movie studies have definitely proven that experienced hitters make contact with the ball *against or after*

the stride, and not with the stride.

As previously stated, a hitter should be ready for every pitch. He should take his stance and stride on every delivery, being both mechanically and mentally ready to hit.

Mental attitude. The proper mental attitude is every bit as important as mechanical perfection. A hitter must have confidence and a feeling of mastery over the pitcher. He should always be confident of his ability to meet the ball solidly.

Every hitter will go into slumps, and the proper mental attitude will help more to prevent and come out of them than all the other aids combined, such as changing bats, switching stances, and seeking advice from others.

CONTRARY TO HUMAN NATURE

Developing the proper mental attitude is not easy, since it entails doing all the things contrary to human nature, such as not worrying, forgetting past failures, remembering that the law of averages will turn your way eventually.

Youngsters who experience failure against high-grade pitching should not confuse this with a slump. They should recognize the fact that they are merely out of their element. It is a good idea to keep them away from older pitchers who have too much speed and experience. Constant failure to hit these pitchers may destroy the boy's confidence and development. Insofar as possible, youngsters should play with an against teams of their own age and level of ability.

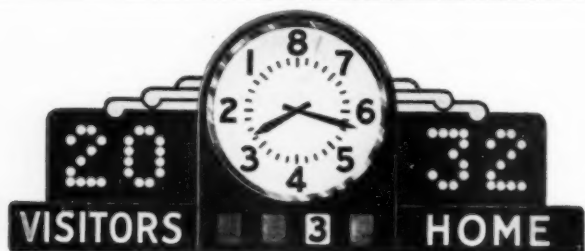
Advice to young coaches on helping young batters:

1. Be extremely careful about making any changes if your batters are hitting good pitching consistently. There are two good reasons for this: First, they may do worse; and, second, when a young batter is hitting well, he is not psychologically ready to accept advice.

2. Wait until the boy goes into a slump before working on his faults and making the proper corrections.

3. When a boy definitely appears to have no particular skill as a pull hitter, it is better to let him concentrate on hitting the ball where it is pitched.

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11 to 20 years by serving them pitches only on the inside and outside corners. This makes them habitually conscious of hitting a ball where it is pitched.

Less than one boy in a hundred exhibits exceptional skill as a pull-hitter against good pitching. We do not tamper with the boys who do. We try to develop their specialty by making the necessary adjustments such as moving them a little closer or farther from the plate.

4. There is a tendency in batting practice to offer at bad pitches. Most hitters grow impatient when the pitcher fails to throw in the strike zone and start swinging at everything. Stress the importance of waiting and swinging only at strikes.

5. Batting practice can be made a great deal more interesting by incorporating stimulating devices such as:

(a) Having a complete team on the field against nine or 12 batters, with each man batting until he has a combination of three strikes or outs against him. Ground or fly balls that are handled cleanly constitute outs.

(b) When interest lags for the boys shagging the batting practice, have the batters hit only one fair ball and circle the bases. This keeps things moving and also offers valuable benefits in the way of base-running and conditioning.

A coach with the time can employ at least a dozen novel ways of stimulating interest for the shaggers.

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2. Rabbi Silverman, Duluth, "Robots Don't Pray."

3. Panel discussion, "Physical Education in Other Nations," by Mary Ella Critz, U. of Iowa; Jessie McKellar, State Teachers College, Moorehead, Minn.; Zdenek Marek, U. of North Dakota; and Dr. Gladys Scott, U. of Iowa.

4. Arthur H. Steinhaus, George Williams College, "Our Place in the Sun—What Shadow Do We Cast?"

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Sprint Relays

(Continued from page 14)

tage to angle his starting blocks in a slightly inward direction. This will head him to the inside of his lane.

The third runner is generally classified as a better competitor than the second man. But various factors may alter this placing. Some coaches occasionally place one of their strongest sprinters in the second slot, in the hope of outfoxing the opponents. This frequently pays dividends. Experimentation will determine which arrangement offers the best possibilities.

A relay group should practice passing at least three times a week—or, better still, every day. The transfers do not have to be done at full speed nor in the complete exchange zone (though these two phases of the workout are highly important). The main thing is for the runners to adapt themselves to one another's feel in the stick exchange.

During the early stages of the training season, the coach should decide on what type of exchange to use and then stick to and perfect this pass.

Check-marks can be used in front of the exchange zone. As the incoming runner reaches this mark, the receiver should take off at full speed. In the early season work on this technique, it is a wise idea to have the incoming runner shout "go" as he hits the check-mark.

DROP VERBAL CODE

As the season progresses, this verbal code can be dispensed with. By that time, the timing should be accurate enough not to require it.

In conclusion, it is apropos to mention again the importance of unity in the foursome. A relay team should be chosen early and should be kept together. The coach, however, should make sure to have alternates available in case physical mishaps break up the original four.

The development of alternates is also advisable from a mental point of view, since many young athletes puff up when permitted to feel they are cinches for the team.

A relay team should relax together for a quarter of an hour before their event. Just before they spread out to their posts, a hand-clasping ritual with all eight hands on top of the baton has an inspirational effect. This is symbolic of the old college try and can produce that extra inch that often spells the difference between victory and defeat.

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McLAUGHLIN-MILLARD

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- ☐ Catalog on Adirondack Baseball Bats

MARBA, INC. (18)

- ☐ Information on Athletic Equipment Reconditioning

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- ☐ Radio Control Bulletin No. 20 for Football Timing

NISSEN TRAMPOLINE (47)

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OHIO-KENTUCKY MFG. (49)

- ☐ Literature and Prices on Rubber-Covered Football, Basketball, Volleyball and Soccer

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- ☐ Information on Flying Fleece Recreation Balls and Light Medicine Ball

PASADENA WAR SURPLUS (52)

- ☐ Information on Stop-Watches

PENNA. RUBBER (17)

- ☐ Catalog on Athletic Balls

- ☐ Technical Books on Tennis, Basketball, and Football

How many

POSTUM

- ☐ 20 Introductory Samples of Postum for Track and Gym Athletes

- ☐ Training Table Menus for Team Members

How many

POWERS MFG. (55)

- ☐ Spring and Summer Catalog on Baseball and Softball Uniforms

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- ☐ Catalog

REMINGTON ARMS (51)

- ☐ Instructor's Manual on Operation of Rifle Club

REVERE ELECTRIC (31)

- ☐ Sports Lighting Catalog

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- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

SAFPLAY PRODUCTS (28)

- ☐ Information on New Spike for Anchoring Baseball Bags

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- ☐ Information on Skinner Fabrics

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- ☐ Catalog

- ☐ Sports Show Book

SPORTBOOKS (64)

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- ☐ Information on Fences and Metal Specialties

UNIVERSITY ATH. EQUIP. (46)

- ☐ Information on Lamarway All-Purpose Steel Uniform Hanger

- ☐ Information on Scorebook for Track and Swimming

WILSON SPORTING

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SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

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March, 1950



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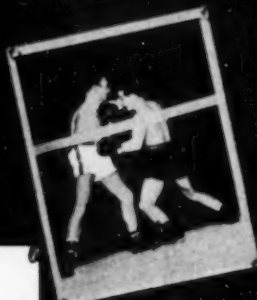
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